# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand Religious Education - Postgraduate Programmes**

**Curriculum Vision:**

Our religious education curriculum is intended to reflect the unique position of RE; it is dynamically adaptive to meet the needs of all students and school settings. The curriculum is informed, in particular, by Ofsted’s 2021 Research Review.

Through our Initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary teacher trainees will:

* know about concepts related to religious and non-religious world views, including the 3 types of knowledge (substantive, ways of knowing and personal knowledge)
* know key beliefs of the 6 world religions currently taught in primary schools and the key beliefs of humanism
* know the approaches that local authorities take in relation to their syllabi
* develop their confidence and promote an enthusiasm and passion for religious education
* be aware of different pedagogical approaches to RE
* be able to create purposeful, respectful learning experiences for the children in their care

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | RE is important and has its own rationale, identity, key values and underpinning principles LT3.2, LT3.3, LH3.1 | | to explain their rationale of why we should teach RE to young learners | | Intent |
| That the content of RE is within the Local Authority Syllabi LT3:2 | | Teach a creative RE lesson and be able to justify why it is good practice for RE TL1:4 LH1:12 | |  |
| Primary RE includes learning about and learning from religion LT 3:5 | | Use artefacts and story as a stimulus for Religious Education lessons | |  |
| There are 6 religious world views that are currently explored in Primary schools and one non-religious world view (Humanism) LT 3:2 | | to gather accurate knowledge about religious and non-religious world views | |  |
| A teacher is a key role model who can impact on the motivation, attitude and behaviour of their pupils. Creating a culture in a classroom where all religious and non-religious world views are accepted as valid and should be treated with respect can have a positive impact on pupil outcomes. (LT1.1, 1.2, 1.3) | | Trainees will learn how to create a positive, supportive environment where mistakes and learning from them and the need for effort and perseverance are part of the daily routine and how to approach learning with curiosity and respect. LH1.2, LH1.3 | |  |
| That there are faith and non- faith schools, and each have a different focus on the RE curriculum (confessional versus community) | |  | |  |
| **Assessment** | **Assessment** | | | |  |
| Formative strategies used in sessions via tutor and other trainees, including hinge questions, quizzes and feedback responding to misconceptions in group discussions. | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| That children learn about and learn from religion in RE lessons and that curriculum content is based on the Local Authority syllabi | RE is about the child’s quest to discover what it means to be human | | Recognise and teach activities that encourage key skills and enquiry- based learning in RE |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
| * OFSTED (2021) Curriculum research reviews series: Religious Educacation. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021). * THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES, 2013. A curriculum framework for religious education in England [online]. Available from: <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf> [Accessed 10.10.22]. * WEBSTER, M and MISRA, S. 2015. Teaching the Foundation Subjects. Oxford: Oxford University Press | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
|  | a school’s delivery RE enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the Locally Agreed Syllabus within a coherent wider vision for successful learning LT3.1 | to use school’s medium-term plans to plan and deliver a RE lesson that builds on children’s prior knowledge and chunks content so as not to overload working memory OR observe a RE lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload LH4.1 | | SACRE differ in their themes and approaches when planning their syllabi LT3:2 | | To identify component and composite knowledge with a view to understanding the sequencing of learning, building on prior knowledge. Identify content in syllabi and use it to plan for RE (LT2.2, 2.6; LH2.1, 2.4, 2.7, 2.8; LT3.7, LH6.5) | |  |
| retrieval practice is vital to ensure that children know more and remember more LT2.7, LT2.8, LT2.9, LT2.11 | to embed opportunities for children to learn and use key RE skills and vocabulary through teaching OR observing a RE lesson in their own or another year group LH3.20 | | Some concepts that are common to various religious and non-religious world views | | to research in preparation for teaching other religions and worldviews, ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for LH3.3, LH3.20, LH4.15, LH4.16, LH6.6 | |
| scaffolding provided should gradually be removed (fading) at the appropriate point in order for children to gain independence LT4.4 | to use questioning in order to gain an understanding of children’s progress and misconceptions through teaching OR observing a RE lesson in their own or another year group LH4.15, LH4.16 | | Various approaches to teaching concepts that are unique to a specific religion, common to world religions and common to religious and non-religious world views LT4:10 | | to gather accurate knowledge about religious and non-religious world views | |
|  |  | | That RE is an academic subject and should be assessed as so | | To assess AT1 and AT2 in relation to the Local Authority Syllabus | |
|  |  | | The importance of avoiding cultural appropriation LH1:12 | |  | |
|  |  | | Various methods and pedagogies for ensuring children develop personal knowledge within RE lessons LT 4:2 | | To plan a basic STP for RE using a specific theme & To plan for Learning about and Learning from religion LH 2:16 LH3:22 | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| Assessed throughout Professional Practice through lesson observations, weekly development summaries and weekly tasks. Feedback provided by mentor, class teacher, link tutor and other qualified staff. | | | Participate in group/ class discussions and Q&A  Kahoot quizzes | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| Approaches a school and class teacher uses to teach RE well | | That local authority syllabi can be concept driven, theme- driven and/or enquiry based driven | | Evaluate what should be in an RE lesson plan and various pedagogies for teaching it creatively | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | | | | |
| * OFSTED (2021) Curriculum research reviews series: Religious Educacation. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021). * THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES, 2013. A curriculum framework for religious education in England [online]. Available from: <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf> [Accessed 10.10.22]. * WATSON, B. and THOMPSON, P., 2014. The effective teaching of religious education. Routledge. * WEBSTER. M., 2010. Creative Approaches to Teaching Primary Religious Education. Harlow. Pearson * WEBSTER, M and MISRA, S. 2015. Teaching the Foundation Subjects. Oxford: Oxford University Press | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | … ongoing formative assessment of pupils’ understanding is necessary to know their learning needs **LT6.1** | | …to identify key substantive, ways of knowing and personal knowledge using school’s medium-term plans **LH3.1, LH3.2** | | Intent |
| medium-term plans can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons (LT5.3,7) | | Subject leaders/co-ordinators are responsible for ensuring quality of RE learning and teaching via a well sequenced curriculum (LT2.2, 2.6; LH2.1, 2.4, 2.7 LT3.7, LH6). | |
|  | | to use school’s medium-term plans to devise a series of art lessons that target the 3 areas of knowledge in the subject **LH4.1**  **OR** use the school’s medium-term plans to identify the sequence of learning used and how these builds upon prior learning **LH4.1** | |
|  | | to plan over the long-term for progression in primary RE with support from a mentor/ subject leader **LH3.1, LH3.3** | |
| **Assessment** | **Assessment** | | | | Impact |
| Assessed throughout Professional Practice through lesson observations, weekly development summaries and weekly tasks. Feedback provided by mentor, class teacher, link tutor and other qualified staff.  Trainees are encouraged to set targets for their ECT years regarding their professional and subject knowledge. | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| How progression is monitored across the school curriculum for RE across a year group | that planning for progression across a series of lessons is key to children’s learning | | plan, teach, assess and reflect upon a sequence of RE lessons within the school's planned curriculum |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
| * JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury * MOGRA, I., 2017. Jumpstart! RE: Games and activities for ages 7-12. Routledge. * OFSTED (2021) Curriculum research reviews series: Religious Educacation. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021). * THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES, 2013. A curriculum framework for religious education in England [online]. Available from: <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf> [Accessed 10.10.22]. * WATSON, B. and THOMPSON, P., 2014. The effective teaching of religious education. Routledge. * WEBSTER. M., 2010. Creative Approaches to Teaching Primary Religious Education. Harlow. Pearson * WEBSTER, M and MISRA, S. 2015. Teaching the Foundation Subjects. Oxford: Oxford University Press | | | | |