**Primary Initial Teacher Education: Curriculum Plan**

**EAL: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

(Links to Disciplinary knowledge/ Professional Knowledge/ Pedagogical Knowledge)

**Curriculum Intent:**

The intent is for trainee teachers to **know** the main pedagogies, resources and assessment strategies that enable all pupils identified as having English as an Additional Language to access the curriculum. For them to **understand** that pupils with EAL are not a homogenous group, that they need specific support related to vocabulary, and their culture and home language should be celebrated in their classroom and school. The **impact** will be that all trainees will have the confidence to challenge any practices that may not support EAL provision.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)**  Lecture and seminar based | **Trainees will know:** | **Trainees will be able to:** |
| * 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 |
| * There are 6 religious world views that are currently explored in Primary schools and one non-religious world view (Humanism) LT 3:2 | * Adapt their teaching so that they can offer lessons that reflect the experiences of the children whereby they learn about and learn from religious and no- religious world views LH4:17 |
| * Primary RE includes learning about and learning from religion LT 3:5 | * Use artefacts and story as a stimulus for Religious Education lessons |
| * That there are faith and non- faith schools, and each have a different focus on the RE curriculum (confessional versus community) | Foster an environment of respect LH1:12 |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * That children learn about and learn from religion in RE lessons and that curriculum content is based on the Local Authority syllabi   *By the end of this phase trainees will* ***understand:***   * RE is about the child’s quest to discover what it means to be human   *By the end of this phase trainees will* ***be able to:***   * Recognise and teach activities that encourage key skills and enquiry- based learning in RE   The composite knowledge is evidenced through formative assessment and quizes |
| * That not everyone will have a faith position and theistic world view |
| * All religious and non-religious world views are accepted as valid   LT2 |
| * That RE should be taught through a range of ways |
| RE is about the child’s quest to discover what it means to be human |
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| **Phase 2**  **(**School-led – Professional Practice 1)  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know through discussion with the class teacher and mentor:** | **Trainees will be able to:** |
| * The themes and approaches that Local Authorities take when planning their syllabi LT3:1 | * Plan a basic STP for RE using a specific theme LH 2:16 |
| * Various methods and pedagogies for ensuring children develop personal knowledge within RE lessons LT 4:2 | * Plan for Learning about and Learning from religion LH2:16; LH3:22 |
| * Some concepts that are common to various religious and non-religious world views |  |
|  | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * That local authority syllabi can be concept driven, theme- driven and/or enquiry based driven   *By the end of this phase trainees will* ***understand:***   * That vocabulary depth and breadth is essential for acquiring a language and this should be addressed at the planning stage   *By the end of this phase trainees will* ***be able to:***   * Evaluate what should be in an RE lesson plan and various pedagogies for teaching it creatively   The composite knowledge is evidenced through planning and mentor discussions |
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| **Phase 3**  (University-led)  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…*  ***Asynchronous session and Conference input*** | **Trainees will know:** | **Trainees will be able to:** |
| * Where to go to gather accurate knowledge about religious and non-religious world views | * Improve their basic subject knowledge of the 6 world faiths and Humanism |
| * 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 | * Identify content in syllabi and use it to plan for RE LT3:2 |
| * The purpose and value of SACRE, NASACRE, REOnline, REToday, The RE Council and other organisations LT3:1 |  |
| * The research and pedagogical developments that have happened related to assessment and RE |  |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * How to use a local authority syllabus to plan and teach creative and valuable RE lessons that develop personal knowledge   *By the end of this phase trainees will* ***understand:***   * That RE is an academic subject hence teachers should engage in meaningful assessment   *By the end of this phase trainees will* ***be able to:***   * Plan, teach and evaluate RE lessons and explain how they are good practice (or in some cases within schools, why they may not be good practice)   The composite knowledge is evidenced through an online quiz |
| * That RE is an academic subject and should be assessed as so |
| * The importance of avoiding cultural appropriation LH1:12 |
| * That religious and non-religious world views should be celebrated LT3:2 |
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| **Phase 4**  (School-led – Professional Practice 2 that is built on Phase 2)  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to plan for creative RE LT4:10 | * Evaluate (and if necessary, challenge) any poor examples of RE lessons in schools LH4:17 |
| * Assess AT1 and AT2 in relation to the Local Authority Syllabus | * Use the local Authority Syllabus of Faith Syllabus to plan a set of lessons |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *How to assess using the 4 stages of Language Acquisition*  *By the end of this phase trainees will* ***understand:***  *That it is essential to consider and plan for a vocabulary focus and language development*  *By the end of this phase trainees will* ***be able to:***  Plan for language focused activities  N.B. Focusing on EAL strategies may not be possible in a school that has little or no EAL and in such cases it is important for trainee teachers to discuss how all children develop language and literacy skills with Class teachers, Mentors and the Lead for Inclusion. |
| * The disciplinary knowledge that is needed to teach religious and non-religious world views LT3:2 |
| * That all opinions are valued and how a safe environment ensures all can share personal belief, faith and practice |
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| **Phase 5**  **(University-led)**  *\*Trainees will review and consolidate the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4.* | **Trainees will know:** | **Trainees will be able to:** |
| * The basic pedagogies that support pupils with RE LT4:10 | * Review and audit what they do not know and will set targets   LH8:13 |
| * How religion is expressed in popular culture LT3:2 |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will revise and* ***know:***   * *Approaches a school and class teacher uses to teach RE well*   *By the end of this phase trainees will revise and* ***understand:***   * RE is about what it means to be human and that we are developing religious literacy   *By the end of this phase trainees will* ***be able to:***   * *Reflect on their own Truth position and those of others* * *Model respect* |
| * How we aim for a cohesive and open dialogue so to celebrate diversity LT2:6 |
| * The importance of avoiding cultural appropriation LT1:2 |
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| **Key Literatures and resources that are addressed in the sessions** | Padlet for RE <https://padlet.com/FS_edgehill/hg2m8q3yz5vm33bt>  RE Council <https://www.religiouseducationcouncil.org.uk/>  REOnline <https://www.reonline.org.uk/>  REToday <https://www.retoday.org.uk/>  NATRE <https://www.natre.org.uk/> Ofsted Review <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#appendix-c> Elton Chalcraft.S., 2014. Teaching Religious Education Creatively. London: Routledge  Webster. M., 2010. Creative Approaches to Teaching Primary Religious Education. Harlow. Pearson  Webster, M., Misra., 2015 Teaching the Foundation Subjects. London: Open Uni Press  James. M., Stern. J., 2019. Mastering Primary Religious Education. London. Bloomsbury | |

Assessment and reinforcement occur within sessions via Kahoot and loop games and general audit