**Primary Initial Teacher Education: Curriculum Plan**

**RE : Undergraduate Programmes**

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

**Curriculum Intent:**

The intent is for trainee teachers to **know** about concepts related to religious and non-religious world views and to know the approaches that local authorities take in relation to their syllabi. For them to **understand** that pupils should be encouraged to debate, and enquire so that they can develop their own understanding of how religious and non-religious world views are presented in the 21st century. The **impact** will be that all trainees will have the confidence to challenge any practices that may not support meaningful RE provision but also be able to create purposeful, respectful learning experiences for the children in their care

| **Phase** | **Learn that…** | | **Learn how to…** |
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| **Phase 1** | **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 |
| **Trainees will understand:** | | **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 an online quiz |
| * 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 | |
| **Phase 2** | **Trainees will know:** | | **Trainees will be able to** |
| * The themes and approaches that Local Authorities take when planning their syllabi LT3:1 | | * Plan a basic MTP 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 | | * Evaluate a selection of pedagogies, syllabi and teaching models LH 3:16 |
| * Some concepts that are common to various religious and non-religious world views | | * Plan for Learning about and Learning from religion LH2:16; LH3:22 |
| * Religion is a lived experience and is represented in a variety of ways particularly through popular culture and social media | | **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 an online quiz |
| **Trainees will understand:** | |
| * How an open, enquiring and creative environment is beneficial to successful RE teaching and learning LT4:10 | |
| * That subject knowledge is an ongoing process, and it is essential they engage with REonline.org to ensure their knowledge is accurate. LT3:1; LT3:2 | |
| * Group work and discussion is essential for developing personal knowledge and reflection LT 4:10 | |
| **Phase 3** | **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 |
| * The purpose and value of SACRE, NASACRE, REOnline, REToday, The RE Council and other organisations LT3:1 | | * Evaluate (and if necessary, challenge) any poor examples of RE lessons in schools LH4:17 |
| * The research and pedagogical developments that have happened related to assessment and RE | | * Begin to assess a child’s capability in RE using assessment criterion   LH4:22 |
| **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 (see below) |
| * That RE is an academic subject and should be assessed as so | |
| * The importance of avoiding cultural appropriation | |
| * That religious and non-religious world views should be celebrated | |
| **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 occurs within sessions via Kahoot and loop games