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

# **RE- Undergraduate Programmes**

# **Curriculum Vision:**

Our religious education curriculum is intended to allow student teachers to learn the necessary vocabulary, concepts and curriculum knowledge to begin their primary RE teaching. 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) and 3 key disciplines (theology, philosophy and social sciences)
* 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 and their implications
* be able to create purposeful, respectful learning experiences for the children in their care

| **Phase 1** |
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| **University Based Learning** | **Practical Based Learning** |
| **Learn That** | **Learn How** | **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 | lesson Planning takes into consideration children’s current knowledge, understanding and skills of the subject,as well as their emotional and cognitive development, and be adapted accordingly (LT1.3, LT2.2, LT5.1, LT6.6) | …a school’s primary RE curriculum, informed by the Locally Agreed Syllabus, enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum 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 |  |
| RE knowledge can be grouped into: substantive knowledge, ways of knowing and personal knowledge and learning should planned to enable pupils to make progress in all elements LT3.1 | to consider the principles behind planning a learning experience in RE that engages different disciplines, teaching children different way of knowing LH3.1 | 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 religious vocabulary through teaching OR observing a RE lesson in their own or another year group LH3.20 | Intent |
| all religious and non-religious world views are accepted as valid and should be treated with respect (LT1.1, 1.2, 1.3) | 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 |
| short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge (small manageable chunks so as not to overload the working memory) as well as approaches to adaptive teaching LT4.2 | to evaluate a high-quality RE learning experience that breaks down curriculum end points into component knowledge LH4.1 | 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 RE is celebrated and valued 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 religions and worldviews are respected and valued. LH1.2, LH1.5 |
| selecting appropriate pedagogical strategies can aid cognitive load, retrieval and long-term memory, includingpurposeful practice, spaced learning and scaffolding andfading (LT2.1, LT2.4, LT2.7, LT2.8) | to plan a lesson breaking down the national curriculum end point to component knowledge which is appropriate to the age phase of the children, using appropriate pedagogical strategies. |  |  |
| there are different ways of learning about religions and worldviews and each way of knowing reveals a different aspect of religion, multiple ways of knowing are necessary to understand religion. (LT3.1) | to adapt teaching for learners with differing needs e.g. SEND, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory LH2.3, LH5.1, LH5.5 |  |  |
| that the content of RE curriculum is within the Local Authority Syllabi LT3.2 |  |  |  |
| there are 6 religious world views that are currently explored in Primary schools and one non-religious world view (Humanism) LT 3.2 |  |  |  |
| 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 4.7 |  |  |  |
| **Assessment** | **Assessment** | **Assessment** |  |
| *What is being assessed?*Trainees’ substantive knowledge.Trainees’ substantive and pedagogical knowledgeTrainees’ ability to plan a lesson, breaking national curriculum end points into component knowledge.Trainees’ developing subject and pedagogical knowledge and their engagement with literature | *How is it being assessed?*Online multiple-choice assessment.In-session retrieval activities/questioning.In-session directed tasks: small group planning activity and discussions around teaching different substantive knowledge elements.PED1023 reflective journal assignment | *What is being assessed?*Trainee’s knowledge and understanding of the school’s RE curriculum aims, mode of delivery and resourcesTrainees’ ability to plan and teach a lesson, breaking end points into component knowledgeTrainees’ developing subject and pedagogical knowledge and their engagement with literature | *How is it being assessed?*Trainee self-assessment through discussion with appropriate subject leader/ co-ordinatorAssessed via subject-specific feedback from mentors on professional practiceTrainees’ reflections in portfolio from professional practice. | 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:*** |
| * The three types of knowledge in RE
* The key beliefs of Christianity, Islam and Hinduism
* That RE curriculum content is determined by the local SACRE
* There are 6 religious world views that are currently explored in Primary schools and one non-religious world view (Humanism)
 | * The 3 key disciplines of RE, theology, philosophy and social sciences
* That RE should be taught through a range of different pedagogical approaches
* All religious and non-religious world views are accepted as valid
 | * Plan appropriately to teach RE
* Identify and reflect on appropriate strategies for teaching RE effectively
* Foster an environment of respect
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| **Research** | **KEY RESEARCH****that Trainees will know that informs teaching and learning in Religious Education** |
| * BIESTA. G., ALDRIDGE. D., HANNAM. P., and WHITTLE. S., 2020. Religious literacy: a way forward for religious education? *Journal of Beliefs and Values.* 41 (2), pp.14-226.
* COMMISSION ON RELIGIOUS EDUCATION, 2018. ‘*Religion and worldviews: the way forward. A national plan for RE’* [online].London:

Education Council. Available from: <https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/> [Accessed 10.10.22].* FREATHY. G., FREATHY. R., DONEY. J., WALSHE. K. and TEECE. G., 2015. The RE-Searchers: A New Approach to Religious Education in Primary Schools [online]. Exeter, University Of Exeter Graduate School of Education. Available from: <https://www.reonline.org.uk/wp-content/uploads/2019/05/The-RE-searchers-A-New-Approach-to-RE-in-Primary-Schools.pdf> [Accessed 10.10.22].
* GEORGIOU, G, WRIGHT, K. and SEYNOUR, O. 2019. Religion and Worldviews in a Broad and Balanced Curriculum, The National Society for the Promotion of Education: <https://www.reonline.org.uk/wp-content/uploads/2019/10/RE-in-a-Balanced-Curriculum.pdf>​
* MOGRA, I., 2017. Jumpstart! RE: Games and activities for ages 7-12. Routledge.
* NYE, R. 2009. Children’s Spirituality what it is and why it matters, London, Church House Publishing
* OFSTED (2021) Curriculum research reviews series: Religious Education. 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
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| **Phase 2** |
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| **University Based Learning** | **Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Local Authorities take different themes and approaches when planning their syllabi LT3:1 | To develop schemes of work, considering progression of component knowledge LH2.3, 2.5, 2.8, 2.9 | a school’s primary art curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning LT3.1 | Mentors plan from locally agreed syllabus LH3.1, LH3.2 | Intent |
| Cross-curricular approaches make creative, holistic learning opportunities to provide a broad and balanced curriculum and enable pupils to make links in their learning (LT2.2,3.7, 3.8,4,7,8; LT4) | Plan and design an effective cross-curriculum sequence for teaching RE which will enable all children to make progress across a sequence of lessons. ((LT1.3, LT2.2, LT2.6, LT4.4, LT4.6, LT4.7, LT4.8, LT4.9, LT4.10, LT5.1, LT6.6) | ongoing formative assessment of pupils understanding is necessary to understand their learning needs LT6.1 | Either: plan, teach and assess a sequence of lessons for Computing based on the school’s medium-term plans; or annotate a medium-term plan from school to identify the sequence of learning used and how this builds upon prior learning across the primary phases LT3.3, LH4.1 |
| Substantive knowledge, ways of knowing (disciplinary knowledge) and personal knowledge can be distributed across a unit of work | to ensure curriculum goals retain their specificity when using a thematic approach to planning, ensuring learning remains meaningful and relevant LH3.1, LH3.3 |  |  |
| Learning outside the classroom (LOtC)Is an effective teaching approach which enhances children’s cultural capital LT 1.1, LT1.2, LT1.3, LT1.4, LT1.5 |  |  |  |
| Progress is knowing, remembering more and doing more LT6.6 LH6.3 | Knowing more, remembering more, doing more is reflected in school & syllabi progression documents |  |  |
| SACRE, NASACRE, REOnline, REToday, The RE Council and other organisations have important roles in supporting CPD LT3:1 LT8.2 |  |  |  |
| Learning episodes are spaced across the curriculum as an effective way to develop schema and embed learning through revisiting concepts and retrieval practice is vital to ensure that children know more and remember more LT2.7, LT2.8, LT2.9, LT2.11 |  |  |  |
| There are conflicting recounts in religions around  |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| *What is being assessed?*Session content and understanding of the CCF in primary RE, including prior learning retrieval from phase oneAbility to design a curriculum linked to a theme (LT3.7, 3.8)Trainee’s substantive knowledge | *How is it being assessed?*Formative strategies used in sessions via tutor and other trainees, including hinge questions, quizzes and feedback responding to misconceptions in group discussions.Assessed in the PED2026 foundation module assignmentCompletion of Primary Beginning Teacher course: Subject knowledgeSubject knowledge organiser  | *What is being assessed?**If appropriate:* Trainees’ ability to teach a RE lesson, breaking curriculum end points into component knowledgeTrainee’s knowledge and understanding of the school’s/SACRE pedagogy, curriculum aims, mode of delivery and resources | *How is it being assessed?*Link tutor and/or mentor to give feedback on any RE, planning, teaching and evaluation, where appropriateTrainee self-assessment through discussion with appropriate subject leader |
| **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 to use a local authority syllabus to plan and teach creative and valuable RE lessons that develop personal knowledge
* The key beliefs of Judaism, Sikhism and Buddhism.
* how to make links between RE and different areas of the primary curriculum (and the national curriculum
 | * That local authority syllabi can be concept driven, theme- driven and/or enquiry based driven
* That pupils’ component and composite knowledge must be carefully sequenced when planning a learning experience
* That subject knowledge is an ongoing process, and it is essential they engage with REonline.org to ensure their knowledge is accurate.
 | * Identify content in syllabi and use it to plan for RE
* confidently plan and deliver a sequence of RE lessons that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks
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| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| * Elton Chalcraft.S., 2014. Teaching Religious Education Creatively. London: Routledge
* EEEICKER, C., 2010. Why conceptual enquiry? An introduction to the methodology. In Primary Religious Education-A New Approach (pp. 60-98). Routledge.
* FREATHY. G., FREATHY. R., DONEY. J., WALSHE. K. and TEECE. G., 2015. The RE-Searchers: A New Approach to Religious Education in Primary Schools [online]. Exeter, University Of Exeter Graduate School of Education. Available from: <https://www.reonline.org.uk/wp-content/uploads/2019/05/The-RE-searchers-A-New-Approach-to-RE-in-Primary-Schools.pdf> [Accessed 10.10.22].
* FREATHY, R. and JOHN, H.C., 2019. Religious Education, Big Ideas and the study of religion (s) and worldview (s). British Journal of Religious Education, 41(1), pp.27-40.
* Georgiou, G. and Wright, K., 2020. Disciplinarity, Religion and Worldviews: Making the Case for Theology, Philosophy and Human/social Sciences. Reforming RE: Power and Knowledge in a Worldviews Curriculum, pp.149-164.
* GRIMMITT, M., 2000. Pedagogies of religious education: Case studies in the research and development of good pedagogic practice in RE. McCrimmons.
* HUTCHINGS B. 2006. Principles of Enquiry-Based Learning [online], Centre for Excellence in Enquiry-Based Learning
* JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury
* OFSTED (2021) Curriculum research reviews series: Religious Educacation. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).
* 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
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| **Phase 3** |
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| **University Based Learning** | **Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Long-term planning should build on prior knowledge and enable children to progress through the curriculum developing their component and composite knowledge, while going beyond the scope of the national curriculum. (LT2.2, 2.6, 2.8, 3.6; LH2.1, 2.4, 2.7 LT3.7, LH6.5) | Improve their basic subject knowledge of the 6 world faiths and Humanism  | progression should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals. (LT2.2, 2.6, 2.8; LH2.1, 2.4, 2.7 LT3.7, LH6.5) | discuss with the subject leader for RE:* progression across the school in the types of knowledge
* planning small step progression in RE takes account of pupils with SEND from the outset
* how they check the quality of education in RE

(LT3.1; LH3.8; LH5.2, 5.5) | Intent |
| Some concepts that are common to various religious and non-religious world views  | to identify areas for their own CPD **LH8.1** | schools use varied approaches to assessing children in RE & through conversations with school colleagues (mentor, class teacher or subject lead), that ongoing formative assessment is necessary to understand pupils’ ongoing learning needs. **(LT6.2 – 6.4)** | Work with an experienced member of staff to monitor and assess progress in RE. This might be through a sequence of lessons being taught or by reviewing children’ work from previous lessons. |
| Local Authorities take different themes and approaches when planning their syllabi LT3:1 | to assess children in primary geography **LH6.3** | Subject leaders have a key role in monitoring the quality of education provision in their subject area.  |  |
| The research and pedagogical developments that have happened related to assessment and RE  |  |  |  |
|  | to identify key substantive and disciplinary knowledge LH3.1, LH3.2 |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| *What is being assessed?*Trainee’s substantive knowledgeTrainee’s pedagogical knowledge | *How is it being assessed?*Self-assessment via audit reflection and target setting for ECT yearsFormative assessment in sessions- targeted questioning and directed tasks, discussions and feedback from tutors, addressing misconceptions.Both in the trainee end of year VIVA | *What is being assessed?**If appropriate:* Trainees’ ability to teach a RE lesson, breaking curriculum end points into component knowledgeTrainee’s knowledge and understanding of the school’s/SACRE pedagogy, curriculum aims, mode of delivery and resources | *How is it being assessed?*Link tutor and/or mentor to give feedback on any RE, planning, teaching and evaluation, where appropriateTrainee self-assessment through discussion with appropriate subject leader |
| **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 a school’s curriculum plan enables it to set out a vision for art knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent vision for successful learning LT3.1
* The research and pedagogical developments that have happened related to assessment and RE
 | * That RE is an academic subject so teachers should engage in meaningful assessment
* Agreed syllabi differ in their approach to RE
 | * 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)

Show confidence in applying their teaching skills across a series of learning episodes/ lessons (LH2.7;11; LT4.2;3;4;5;6)* research, plan, deliver and reflect upon a well-sequenced series of music lessons, drawing on appropriate primary music resources.
* Manage the music classroom, including the safe deployment of music resources
* Reflect on their own musical learning and identify targets to expand their own musical horizons
* critically evaluate a school’s geography curriculum with a view to ensuring coverage and progression which takes into account the needs of SEND pupils
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| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| * BRELSFORD, T., 2005. Lessons for religious education from cognitive science of religion. Religious Education, 100(2), pp.174-191.
* FREATHY, R. and PARKER, S. G. (2021) ‘The Professionalization of Teachers of RE in England: A Case Study’ in Simojoki, H.; Schweitzer, F.; Henningsen, J., and Mautz, J-R. (2020) Professionalisierung des Religionslehrerberufs. Analysen im Schnittfeld von Lehrerbildung, Professionswissen und Professionspolitik. Leiden: Brill | Schöningh. pp. 501–527.
* GRIMMITT, M., 1987. Religious Education and Human Development: The Relationship Between Studying Religions and Personal, Social and Moral Education; Contains a Common Core RE Curriculum for PSME and GCSE with 120 Curriculum Units for Classroom Use Ill. by Schemes of Work on Christianity, Hinduism, Islam, Judaism and Sikhism. McCrimmons.
* HOLT. J.D., 2019. Beyond the big six religions: expanding the boundaries in the teaching of religion and worldviews, Chester: University of Chester Press, Chester
* JACKSON, R. and EVERINGTON, J., 2017. Teaching inclusive religious education impartially: An English perspective. British Journal of Religious Education, 39(1), pp.7-24.
* JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury
* LOWNDES, J., 2011. The complete multifaith resource for primary re : ages 4-7. Hoboken: Taylor & Francis.
* OFSTED (2021) Curriculum research reviews series: Religious Educacation. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).
* SMALLEY, P., 2020. A critical policy analysis of local religious education in England. British Journal of Religious Education, 42(3), pp.263-274.
* TEECE, G., 2010. Is it learning about and from religions, religion or religious education? And is it any wonder some teachers don’t get it?. British Journal of Religious Education, 32(2), pp.93-103.
* WINTERSGILL, B. ed., 2017. Big ideas for religious education. University of Exeter.
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