

Religious Education Feedback Prompts

Please refer to the Religious Education section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: ATs are aware that the expectations of the RE mean that maintained placement schools teach from a Local Agreed Syllabus. Other schools may have their own syllabus for KS1, KS2 and EYFS.

RE Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching. The following prompts are designed to support in giving subject-specific feedback and are informed by the *Deep and meaningful? The religious education subject report* (Ofsted, 2024).

'Substantive knowledge' – this is knowledge about various religious and non-religious traditions.

'Ways of knowing' – pupils learn 'how to know' about religion and non-religious traditions.

'Personal knowledge' – pupils built an awareness of their own presuppositions and values about the religious and non-religious traditions they study.

The following prompts are designed to support in giving subject-specific feedback and are informed by current curriculum documentation and policy.

Key Idea:	What to look for
Building on pupils' prior knowledge: ATs should know that schools sequence lessons to secure pupils' foundational knowledge before encountering more complex content. They should know how to identify possible misconceptions and plan how to prevent them.	➤ Has the Associate Teacher identified prior knowledge that pupils need to understand and access the lesson content? ➤ How does the Associate Teacher ensure prior knowledge is secure? ➤ How does the lesson contribute to building pupils' knowledge in RE? ➤ Is the intended learning assessed at the end of the lesson? ➤ How does the Associate Teacher facilitate communication of ideas between pupils and between themselves and the pupils?
Substantive knowledge and concepts: Associate Teachers should ensure that pupils make progress in terms of their substantive knowledge and concepts in line with the school's curriculum expectations.	➤ Do pupils develop understanding of how people use different resources (artefacts/texts/places/events) to embody, convey, interpret and make sense of beliefs, values, rituals and practices? ➤ Does teaching provide opportunities for pupils to develop their skills (life, thinking, learning, social) and empathy? ➤ Does teaching provide opportunities for pupils to develop their attitudes? ➤ Is effective use of questioning made for a variety of purposes? ➤ Does the Associate Teacher provide opportunities to explore the content through scholarly tools, methods and processes? ➤ Does the teaching provide an opportunity for pupils to have academic conversations by discussing religious and non-religion traditions? ➤ Does the Associate Teacher simplify and frame the curriculum content as if it is considered by theologians, philosophers or human/social scientists?
Disciplinary knowledge: Associate Teachers should develop the disciplinary knowledge of pupils (ways of knowing: 'how to know' about religion and non-religious traditions).	➤ Are pupils probed to recognise that they study RE 'from a position'? ➤ Does the Associate Teacher provide opportunities for pupils to know that their perspective on the world is influenced by, for example, their values, prior experiences and own sense of identity? ➤ Does the AT create an awareness of the assumptions that pupils bring to discussions concerning religious and non-religious traditions? ➤ Does the Associate Teacher provide opportunities to develop personal knowledge which informs pupils' own self-knowledge? ➤ Does the Associate Teacher provide opportunities to see how some concepts may relate to their own position?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?). E.g. To embed technical terms related to the external parts of the mosque to secure their subject knowledge and progress about places of worship by explicitly labelling the different parts of the mosque.	

