

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.

Locally Agreed Syllabus: As appropriate, reference should be made to the aims of the Locally Agreed Syllabus, the RE curriculum of the school or that of the Academy. Associate Teacher should demonstrate their understanding of the requirements for each of these. Associate Teacher should also ensure that they plan to meet statutory subject content as specified in the relevant RE programme of study.

RE Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing RE.

Substantive knowledge: This is knowledge about various religion and non-religious traditions.

- Knowledge of the different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions.
- knowledge about artefacts and texts associated with different religious and non-religious traditions.
- Substantive concepts that relate to religious and non-religious traditions, such as ‘dharma’, ‘incarnation’, ‘ritual’, ‘authority’, ‘prayer’, ‘sacred’, ‘anatta’ and ‘moksha’.
- the very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas.

Ways of knowing: Pupils learn ‘how to know’ about religion and non-religious traditions.

- This is about being scholarly in the way that substantive content and concepts are approached. It refers to the different ways that pupils learn how it is possible to explore that substantive knowledge. At primary level, Associate Teachers might teach ‘ways of knowing’ by ensuring that pupils learn not only selected content, but also tools to explore that content. There seem to be 2 main forms of ‘ways of knowing’.
1. *‘Ways of knowing’ as scholarly tools, methods and processes.* For example, pupils could explore a curriculum question such as ‘how have different Hindus expressed dharma practice?’ through an analysis of Vedic texts. However, they would get a different answer through, for example, a survey of the perspectives of Hindu residents of a geographical area.
 2. *‘Ways of knowing’ as types of academic conversations.* Pupils and teachers will also discuss religion and non-religion in the RE classroom. Associate Teachers might therefore reflect on how they intend to frame their classroom discussions about religion. Some curriculum approaches formalise ‘ways of knowing’ into simplified disciplines, such as ‘theology’, ‘philosophy’ and ‘human/social sciences’. In these cases, the curriculum content is framed as if it were considered by, for example, theologians, philosophers or human/social scientists. These can be taught in simplified ways in primary schools.

The following prompts are designed to support in giving subject-specific RE feedback and are informed by the Religious Education Ofsted Research Review (2021).

| Key Idea: | What to look for |
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| Building on pupils’ prior knowledge: <i>Associate Teachers should know that schools sequence lessons to secure pupils’ foundational knowledge before encountering more complex content. They should know how to</i> | <ul style="list-style-type: none"> ➤ Has the Associate Teacher identified prior knowledge 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? |

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| <p><i>identify possible misconceptions and plan how to prevent them</i></p> | |
| <p>Substantive knowledge and concepts: <i>Associate Teachers should ensure that pupils make progress in terms of their substantive knowledge and concepts in line with the school's curriculum expectations</i></p> | <ul style="list-style-type: none"> ➤ Is specific RE content emphasised for explicit teaching? ➤ Are concepts (from shared human experience, religious traditions or specific religions) emphasised for teaching? ➤ Are pupils supported to develop their use of RE specific vocabulary to communicate their knowledge and understanding? ➤ Does the Associate Teacher check pupils' knowledge and understanding of substantive knowledge and concepts? ➤ How are abstract ideas made more meaningful? ➤ What strategies are used to support pupils to remember and recall key RE information? |
| <p>Disciplinary knowledge: <i>Associate Teachers should develop the disciplinary knowledge of pupils (ways of knowing: 'how to know' about religion and non-religious traditions).</i></p> | <ul style="list-style-type: none"> ➤ 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 (self-awareness, self-understanding, respect, open-mindedness, awe & wonder, curiosity, commitment, fairness, well-being, cultural capital)? ➤ 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 opportunity for pupils to have academic conversations by discussing religion 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? |
| <p>Personal knowledge: <i>Associate Teachers should build an awareness of their pupils' own presuppositions and values about the religious and non-religious traditions they study.</i></p> | <ul style="list-style-type: none"> ➤ 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 Associate Teacher create an awareness of the assumptions that pupils bring to discussions concerning religious and non-religious traditions? ➤ Does the Associate Teacher provided opportunities to develop personal knowledge which inform pupils' own self-knowledge. ➤ Does the Associate Teacher provided opportunities to see how some concepts may relate to their own position? |
| <p>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 is this 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.</p> | |