

Guidance for Observation and Target Setting in Primary Religions and Worldviews (RaW)

As a non-National Curriculum subject the curriculum content for Religious Education will depend upon the requirements of the adopted Agreed Syllabus or Curriculum Directory. Although there may be differences in content and time allocation it is universally accepted that Religious Education should be intellectually challenging and personally enriching. It should enable pupils to take their place within a diverse society and to recognise the impact of religion and world-views locally, nationally and globally.

6 Key Questions to ask when observing Religions and Worldviews lessons

	Question	Additional Information
1	Does the planning give opportunities for pupils to make links with the prior learning of a religion or worldview?	<i>Ensure that links are made with the schema of a religion or worldview. Can pupils remember prior learning e.g. artefacts from last learning episode could be displayed— what can pupils remember? Allow time for pupils to discuss and draw on prior learning</i>
2.	Are there opportunities for pupils to reflect on how their own position relates to the representations of the worldviews they are learning about?	<i>Planning time for pupils to reflect on what they have found out about a worldview will help them to make sense of their own position within their community as well as considering another person's worldview. This can promote an understanding of being part of a global community.</i>
3	Are there opportunities for pupils to develop their literacy (subject specific vocabulary)?	<i>This should include a variety of literacies; reading, writing, dialogic and oracy. Subject specific vocabulary includes: Concepts that are common to religious and non-religious experience (such as 'interpretation' 'sources of authority'); Concepts that are common to multiple forms of religious and human experience (such as 'sacrifice'); Concepts specific to a religious tradition (such as the Christian understanding of 'incarnation', the Muslim understanding of 'ummah' the Sikh understanding of 'sewa').</i>
4	Is the integrity and diversity of the religious/ non-religious tradition demonstrated through its representation?	<i>Ensuring that a diverse range of people and traditions are represented within each worldview in order to avoid generalisations and superficial learning. For example: using Ethiopian Christianity (Link to Liverpool Community Spirit http://www.liverpoolcommunityspirit.org/); images of Ramadan around the world; more than one member of a faith tradition to reflect diversity.</i>
5.	Are there opportunities for pupils to engage with the three forms of knowledge (substantive/	<i>These are referred to by Ofsted as the three pillars of knowledge that underpin good RE learning. They should not be taught in isolation but are needed together for a full understanding.</i>

	<p>ways of knowing/ personal knowledge)?</p>	<p>Substantive knowledge includes beliefs and traditions of a worldview. E.g. some Muslim women wear a hijab.</p> <p>Disciplinary knowledge 1 (ways of knowing) refers to different ways to understand and develop the substantive knowledge. E.g. to understand why some muslim women wear the hijab, you may read 'The Swirling Hijab'; watch 'Hijab and me'; invite guests with different viewpoints into speak to the pupils; look at the teachings of the Qur'an. This then 'tests' institutional worldviews with what has been found out.</p> <p>Disciplinary knowledge 2 (personal knowledge): What do we now know about the hijab? Giving pupils time e.g. to express their learning about what some Muslims believe. Could be that they recognise that not all Muslim women wear the hijab but they are still Muslim. Importance of story so that pupils can develop empathy and understanding of key concepts.</p>
<p>6.</p>	<p>Is there evidence of planning to challenge misconceptions and to counter stereotypes and/or generalisations?</p>	<p>Plenty of times for discussions so that misconceptions can be dealt with when they arise. Pupils should know they are in a safe environment. Could use P4C strategies to support pupils to learn how to dialogue, so that controversial issues and strong beliefs are discussed in a respectful way.</p> <p>Stereotypes – combat this by representing the diversity within all worldviews.</p> <p>Could use persona dolls to break down stereotypes, in order to build a whole picture of a child, e.g. Sandeep loves skateboarding, has two brothers and his mum is a scientist, he plays with dinosaurs and watches Horrible Histories. This will help children to find connections and break down the image of someone who holds a different belief as being 'other'.</p>

Potential Religions and Worldviews Specific Targets on Lesson Analysis Forms.

<p>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps (not appropriate for EYFS):</p>
<p>Consider a key question/ hook for starting point. Could be an artefact/ photo/ statement/ prayer. Something that will generate a conversation/ enquiry.</p>
<p>Consider empowering pupils to lead learning. What do we want to know more about?</p>
<p>Promote diverse ways of knowing to 'test' the worldview – videos/ music/ role play/ scripture/statement/ story/ visitor. What does this source tell us about the person who holds this worldview? Theology (what they believe)/ philosophy (what they think) / social sciences (how they live).</p>
<p>Consider using a carousel so pupils can engage with a range of resources and teach each other what they have found out.</p>
<p>To help secure knowledge, consider using a 'special box'. Pupils choose an artefact or a statement from lesson to put in the box and displayed in the following lesson for retrieval.</p>
<p>Bring learning together so that pupils can reflect. Use Vocabulary tree/ floor books/ working wall with questions/ artefacts/ circle time.</p>
<p>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps (not appropriate for EYFS):</p>
<p>Refer to a 'big/ key question'. Show how the question has been answered through the learning opportunities.</p>
<p>Are there a series of lessons which build on and develop prior learning? Ensure that within each lesson there is a 'thread' and some time for retrieval.</p>
<p>Through the planning, build towards finding a response/s to the big question.</p>
<p>Allow time for pupils to be able to respond to the question – through a variety of ways e.g. discussion/ post its/ acting the story/ creative response. This does not always need to be written as sometimes the best demonstration of learning can be through oracy.</p>
<p>Provide a range of real life representations of a lived religion/ non-religion so that pupils can 'test' generalised worldviews (Ofsted 2021).</p>
<p>Use scriptures/ authentic writings to give pupils the opportunity to interpret primary sources to promote a deeper understanding. Use original language when possible (e.g. Arabic or Sanskrit) before sharing an interpretation in order to make an experience richer.</p>
<p>Sometimes pupils' responses are different to the teachers' expected response, but allowing pupils to demonstrate that they have considered from their own perspective shows that they are able to draw on their 'personal knowledge' (Ofsted 2021).</p>
<p>Plan opportunities for pupils to formulate questions for visitors to demonstrate learning.</p>

Provide opportunities for comparison so that connections can be made within a religion (diversity of a single belief) or between other religions/ non – religions.

Think of ways to use a story to teach a concept. E.g. what is happening in this picture? What might they be saying? Exploring another character’s perspective. Simply recalling a story is not enough to demonstrate deep learning in RE.

Comments about student teacher’s developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps (not appropriate for EYFS):

Use subject specific vocabulary when teaching to embed learning.

Ensure that you refer to ‘some’ Christians/ Muslims etc not ‘all’ in order to show that there is diversity in all worldviews. Do not use ‘we’ when talking about beliefs.

Read and explore a worldview. Use trusted sources such as NATRE, RE Today, BBC, RE Online, truetube.

Do a free short course on Culham St Gabriel’s Trust in order to secure understanding.

Join LTLRE (Lead teach learn RE) for support and subject knowledge.

Use a range of teaching approaches, resources and artefacts

Promote discussion, group work, collaborative projects, community engagement.

Take learning outside (promotes spiritual connection).

Use philosophy for children approaches (e.g. opinion lines, diamond 9, conscience alley).

Use question boxes for ‘tricky questions’ to ask a living member of a worldview. Do not be afraid to say ‘I don’t know, lets find out!’ There might not be one answer or there may be very different answers depending on who is asked. This needs to be understood by pupils too. Speech bubbles could be used in a display to illustrate this.