

Guidance for Observation and Target Setting in Secondary Religion and World Views

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 RE lessons:

	Question	Additional Information
1.	Does the planning give opportunities for pupils to make links with the schema of a religion or worldview?	<i>Schema are complex structures in long-term memory that link knowledge and create meaning.</i>
2	What key substantive knowledge and concepts will the pupils know and remember?	<i>'Substantive' knowledge: knowledge about various religious and non-religious traditions</i>
3	Are there opportunities for pupils to develop their subject specific vocabulary?	<i>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	Does secure Subject Knowledge ensure that the integrity of the religious tradition is upheld through the resources used?	<i>Resources (e.g. visual images, testimonies, sources of authority) reflect the diversity of beliefs and global practices of a religion.</i>
5	Are there opportunities for pupils to reflect on religious, social, philosophical and ethical issues and to give reasoned viewpoints ?	<i>For instance: evidence -based considerations regarding relative and absolute morality, if Christmas is more important to Christians than Easter, or if there can be a God when suffering exists.</i>
6	Is there evidence of planning to challenge misconceptions and to counter stereotypes and/or generalisations?	<i>Retrieval practices should inform misconceptions and pre-existing stereotypes. Strategies to challenge could include visual resources and testimonies reflecting the diversity of practice within a religious tradition; use of story/ analogies to support understanding of key concepts; investigation of sources of authority to ascertain distinctive beliefs and practices.</i>

Potential RE Specific Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Identify and make explicit the key substantive knowledge and specialist vocabulary you want the children to know and remember from this lesson/sequence.
Use stories, visual images and analogies to support understanding of difficult key concepts.
Model confident use of appropriate specialist vocabulary.
Plan opportunities for pupils to reflect upon the impact of their learning on beliefs, practices and lifestyles of faith members.
Incorporate a range of sources, including sources of authority and sacred texts, to develop skills of interpretation, analysis and evaluation.
Look at previous sequences of learning and identify areas of substantive content/ key concepts that pupils can draw upon

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan in opportunities for pupils to retrieve their schema of understanding of a religious tradition / key concept.
Plan opportunities for pupils to use key religious language in oral and written responses.
Encourage pupils to use evidence from substantive knowledge, personal knowledge and sources of wisdom to justify viewpoints
Plan in opportunities for pupils to raise questions, such as identifying questions they would like to ask religious believers regarding the key concepts of the lesson.
Plan in opportunities for pupils to interpret/analyse art, poetry, lyrics etc using their substantive knowledge.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps for further development
Develop an understanding of the schema of the religious tradition and the relative importance of the key concepts of the lesson/sequence of learning within that schema.
Develop skills to handle pupil responses to contentious and controversial issues and to counter misconceptions and stereotypes.
Develop an awareness of the range of resources (e.g. encounters, sources of authority, stories, web-sites, visual images) to represent the authenticity and diversity of the religious tradition/ key concept.
Develop your understanding and knowledge of [insert religion/concept] so that you are able to identify misconceptions and adapt teaching.
Develop an understanding of potential links between the substantive knowledge of the lesson /sequence of learning and pupil's own personal knowledge and experiences.