

The LJMU Mentor Guide to the curriculum in Phase 3 Secondary Religious Education



Mural in New Brighton

The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

The Phase 3 curriculum (centre based) includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.

- Preparing for the ECT year.

School based training:

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

Expected outcomes

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in the placement experience folder and demonstrate achievement of ALL of the teachers standards (including part2).
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development profile.

In RE sessions:

Please see the ITE Curriculum for Religious Education for the full programme throughout the year.

In this phase we will be extending an understanding and practice of many of the areas introduced in phase 2. So, for example, we will be revisiting retrieval practice by considering the assessment demands of the GCSE criteria; we will be considering literacy and oracy through scrutiny of pupil work at Key Stage 3 and 4; we will be developing curriculum planning skills by critically reflecting and implementing planned in encounters with faith members as a sequence of learning and we will be considering pedagogies for teaching sensitive issues through a case study of teaching about the Holocaust.

Through the 'Meaningful Faith Encounters Programme' trainees will develop their own subject knowledge and also consider and plan for effective and meaningful encounters between pupils and a faith member.

Phase 3

Summary

Learn That.....

Setting clear expectations can help communicate shared values that improve classroom and culture (S.1:11)

Prior knowledge plays an important role in how pupils learn (S.2.2)

Secure subject knowledge helps teachers to motivate pupils and teach effectively (S.3.3)

Effective teaching can transform pupils' knowledge, and beliefs about learning (S.4.2)

Reflective practice is likely to support improvement (s8.2)

Learn How To....

Create a culture of respect and trust in the classroom by modelling the types of courteous behaviour expected of pupils (S1.5)

Sequence lessons and identify possible misconceptions, plan how to prevent these (S.2 9,10)

Analyse the rationale for curriculum and pedagogical choices (S.3.3)

Effectively use resources aligned with the curriculum (S.3.6)

Ensure pupils have relevant specific knowledge when being asked to think critically within a subject (S.3.14)

Teach unfamiliar vocabulary explicitly (S.3.20)

Plan activities around what you want pupils to think hard about (S.4.14)

Make effective use of other adults in the classroom (S.5.7)

Apply high expectations and ensure all pupils have access to a rich curriculum (S5.15)

Strengthen pedagogical and subject knowledge by participating in wider networks and extend subject knowledge and pedagogic knowledge as part of the lesson preparation process (S.8.3,4)

The Phase 3 ITE RE Curriculum:

In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment and progress in the subject. We ask you to support students in exploring these further in schools.

Date	Taught LJMU session	School-based focus to be completed by trainee teachers	Mentor curriculum in weekly meeting
Friday 23 Feb pm	Identification of pedagogical and subject knowledge targets	N/A	N/A
Friday 1 Mar Am	GCSE Assessment and the role of the Principal Examiners Report		Discussion regarding advantages and

Pm	GCSE Marking Conference and the importance of target setting.	Explore the AQA and Eduqas web site and make a list of relevant resource materials.	disadvantages of core GCSE. Discussion regarding the rationale for the order of the sequence of learning of GCSE content.
Friday 8 Mar	Meaningful Faith Encounters, Planning for Faith Encounters - practical steps. Dr Matthew Thompson (Community Spirit) Islam – Rania Maklan Judaism – Michelle Hayward	What visiting speakers for religions and world views contribute to the RE curriculum?	How are pupils prepared in Key Stage 3 for extended writing.
Friday 15 Mar	Workshop: Literacy development and RE.	Create an activity to support pupils use of key religious terms e.g., key concepts at GCSE; mind map from story etc.	What strategies are used to support retrieval at GCSE and post 16.
Friday 22 Mar	Learning outside the classroom	From the curriculum of one year group identify relevant opportunities for learning outside the classroom	Where in the RE curriculum, themes associated with the Holocaust are taught?
Friday 19 th April	Planning for and teaching about the Holocaust. UCL Centre for Holocaust Education	Scrutinise the history curriculum in school to ascertain when and how the Holocaust is taught.	What contribution is made to spiritual development through the RE curriculum? What role does the department have in assemblies?
26/Apri 1	Opportunities for developing SMSC through the RE curriculum	Draw a spider diagram or mind map in how RE develops SMSC throughout the school. Identify contributions you have made throughout the year.	Sequences of Learning Discussion regarding rationale for sequences of learning in RE at KS3.How can the sequence of learning be an ambitious curriculum?
3/5	Planning challenging and ambitious sequences of learning Next Steps	Review a scheme of work and identify progression of skills and knowledge	Career development opportunities in RE

Lesson observation focus questions: these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse. Not all elements are required in every lesson and may be phase dependent, i.e., expectations that more elements would be present in phase three of teaching as confidence and highly effective practice is embedded.

RE	
1	Does the planning give opportunities for pupils to make links with the schema of a religion or worldview e.g., what strategies (such as retrieval) are used for pupils to make links with previous learning and schemas of religious traditions.
2	What key substantive knowledge and concepts will the pupils know and remember re.g. how has the trainee teacher indicated the key knowledge and concepts for the lesson and what strategies are used in the lesson for pupils to practice their knowledge and understanding and make links with previous learning.
3	Are there opportunities for pupils to develop their subject specific vocabulary e.g. vocabulary common to religion and worldviews (such as ‘interpretation’ ; ‘sources of authority;’ ; concepts common to religion and human experience (such as ‘sacrifice’ ‘worship’) and concepts specific to a religious tradition (e.g. ‘trinity’, ‘Pope’, ‘khalsa’ ‘pikuach nefesh’ ‘ummah’ ‘Lakshmi’)
4	Does secure subject knowledge ensure that the integrity of the religious tradition is upheld through the resources used e.g., how does the sequence of learning, visual images, case studies reflect the diversity of beliefs and practices within a religious tradition.
5	Are there opportunities for pupils to reflect on religious, social, philosophical or ethical issues and to give reasoned viewpoints e.g., evidence-based considerations regarding absolute and relative morality or if Christmas is more important to Christians than Easter
6	Is there evidence of planning to challenge misconceptions and to counter stereotypes and/or generalisations e.g., through questioning, visual resources, case studies etc.