

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – RE Guidance:

Student teachers should develop routines that create a *respectful* and *focused* learning environment from the moment pupils enter the classroom. This includes directing pupils to a retrieval or reflection task, checking expectations (equipment, seating and readiness to learn), securing attention before teacher talk, and responding calmly to low-level disruption. Clear explanations of the lesson focus (i.e. What makes a moral action right or wrong?) and create smooth transitions into learning activities to help maintain engagement when exploring *diverse* religious or non-religious, philosophical or ethical perspectives. Reflection on entry and exit tasks should be used to strengthen routines, sustain attention and maintain high expectations of pupils.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – RE Guidance:

Religious Education requires pupils to engage with abstract concepts, sacred texts, ethical dilemmas and differing worldviews. Student teachers should practice how to make complex knowledge accessible through clear explanations, worked examples and sequenced questioning. For example, teachers might model how to interpret a religious text and identify its meaning. How to explain a Christian, Muslim or Hindu belief using subject-specific vocabulary. How to compare different religious responses to an ethical issue. How to construct a reasoned argument in response to a philosophical question such as, *Does suffering challenge belief in God?* Student teachers should practise moving from teacher-led modelling, **to guided practice**, and then to independent pupil application, ensuring pupils understand both **what** they are learning and **how** to think as an RE scholar.

ITAP 3 – How do I ask and respond to questions in my subject to check understanding?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – RE Guidance:

Religious Education relies on ***effective questioning*** to develop pupils' understanding and critical thinking. Student teachers should learn to use a range of questions to check knowledge, probe reasoning and encourage respectful engagement with different perspectives. They should practise responding to misconceptions sensitively, building on pupils' contributions and guiding them towards more accurate and thoughtful responses. For example, student teachers might ask: *What do Muslims mean by submission to Allah? Why might Christians interpret this teaching differently? What evidence supports this viewpoint? How does this belief influence the actions of believers?* Student teachers should also develop strategies that ensure all pupils participate and have opportunities to articulate, discuss and refine their thinking. Student teachers should use *questioning* to explore beliefs, practices, sources of authority and diverse worldviews and respond constructively to hesitant, incomplete or incorrect pupil responses encouraging pupils to use subject-specific vocabulary.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 – RE Guidance:

Religious Education requires pupils to recognise and address common misconceptions about religions, beliefs and non-religious worldviews. It is key to engage with complex beliefs, concepts and ***lived experiences***. Student teachers should use subject-specific approaches such as theological, philosophical and sociological **enquiry**, text **analysis**, **discussion** and **evaluation** to encourage **critical thinking** and deepen understanding. They should model the use of subject vocabulary and challenge stereotypes or misrepresentations, such as assuming ***all*** believers ***within a religion*** share the ***same*** views or practices. Through questioning, explanation and discussion, student teachers should help pupils develop informed, respectful and critical analysis and engagement with religious and non-religious worldviews.