

2. Observation of lessons

According to how your school wants you to conduct your monitoring role as a subject leader / manager, it may be possible for you to conduct observations of RE lessons and interviews with children. Your senior leaders should provide agreed guidelines on how to conduct such observations.

Here are some examples of good **teaching** to look out for in RE lessons. **Most of the criteria are true for a good lesson in any subject. Items more specifically related to RE are highlighted.** Make a note of what you see – this is your evidence:

Use of a 'starter' activity which interests and engages pupils in the learning to come;	✓
Sharing of lesson objectives with pupils and check their understanding;	
Demonstrating their own enthusiasm for the topic by explaining briefly why it is important or what it means to them;	
Making use of 'first hand' religious material where possible, including religious scriptures, artefacts and artistic works and recorded interviews with religious believers;	
Employing a variety of teaching methods – managing pupils' behaviour by involving them in their learning;	
Taking account of different levels of ability within the class by setting differentiated tasks;	
Setting high expectations of pupils by challenging them to engage with activities at a progressively higher level;	
Demonstrating knowledge and understanding of RE by setting the lesson topic in a wider context of different religions and beliefs;	
Using open-ended questioning on some big questions of life and belief, allowing time for answers and probing for depth of thinking;	
Encouraging pupils to ask their own questions;	
Encouraging pupils to develop their RE skills, e.g. empathy, interpretation of religious material, reflection, expression of their own ideas using evidence and example, working co-operatively;	
Encouraging pupils to develop attitudes appropriate to RE, e.g. respect, curiosity, fairness;	
In discussion, showing an awareness of learning that's taken place and the next stage of learning for the pupils;	
Making effective use of learning support assistants by focusing attention on specific RE learning objectives;	
Using a plenary activity or a homework task to consolidate learning or challenge pupils to make further progress.	

