

IMPORTANT: Pedagogy and Practice

Focus	Outline of Content	Suggested Activities	Suggested resources and reading
<p>Pedagogy and Progress</p> <p>It is suggested that a minimum of 4 hours is spent on this element of provision.</p>	<p>This unit focuses on engaging the generic pedagogical skills primary beginner teachers are developing and helping them to use these effectively in RE.</p>	<p>Many beginner teachers benefit from considering what generically makes a good primary lesson before looking at RE-specific examples. This reminds them that high-quality teaching and learning should occur in all subjects and their teaching skills are transferable. Pedagogies related to socio-constructive learning theories are particularly useful in primary RE because they emphasise the value of learning with other people and the value of talk in developing individual and group understandings.</p> <p>Naomi Anstice (NATRE) explains some of the most effective pedagogical approaches through this PowerPoint. It may serve as a good introduction to pedagogies in RE. http://reqm.org/media/display/REQMEngaging_methods_to_raise_achievement.pdf</p> <p>Three main approaches to learning are outlined below:</p> <ul style="list-style-type: none"> • Enquiry learning • Exploratory talk, Dialogue and Philosophy for Children (P4C) • Multidisciplinary and other approaches 	<p><u>Reading:</u></p> <p>General readings about pedagogy:</p> <p>Pollard, A., (ed)(2014), <i>Readings for Reflective Teaching in Schools</i>, 2nd edition, London: Bloomsbury, Part 3, Chapter 11 pp. 262-287, Chapter 12 pp. 288-302.</p>
	<p>Enquiry Learning</p> <p>There is evidence to support the position that an enquiry-based approach to learning in RE leads</p>	<p>Enquiry learning should be considered alongside the importance of developing pupils' knowledge and understanding of religion and worldviews. Many providers help beginner teachers develop subject knowledge through exemplification of different pedagogical approaches.</p>	

	<p>to good outcomes (Ofsted 2013). A range of approaches can be taken to enquiry; some agreed syllabuses include frameworks or models for enquiry e.g. Hampshire's Living Difference, Norfolk's Syllabus.</p>	<p>IPP: <i>Enquiry Learning</i> is a PowerPoint which discusses the enquiry approach.</p> <p>Examples of digging deeper through enquiry based learning can be found here: https://www.dioceseofnorwich.org/application/files/1314/6850/7615/Impact_PPT_June_2016.pdf</p>	<p><u>Resource:</u></p> <p>IPP: <i>Enquiry Learning</i> PowerPoint</p> <p><u>Reading:</u> Religious Education specific resources for enquiry learning:</p> <p>Fiona Moss 'Engaging Children Creatively' in Elton-Chalcraft, S. (ed) (2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge pp.64-74.</p> <p>Ofsted (2013) <i>Realising the Potential</i>. https://www.gov.uk/government/publications/religious-education-realising-the-potential Part B</p>
	<p>Exploratory Talk, Dialogue and P4C The focus here is the importance of developing a) understanding of talk in the classroom, which is</p>	<p>Exploratory Talk and Dialogue An important approach to teaching and learning used in primary schools is promoting talk across the curriculum. This has particular value in Religious Education lessons because it enables pupils to build up understanding, confidence and vocabulary in expressing their own and others' beliefs. It also encourages them to develop empathy if the conversations are framed to include this. Giving beginner teachers an opportunity to discuss their own religious and non-religious worldviews through dialogue is a valuable exercise in</p>	<p><u>Reading:</u></p> <p>General texts on dialogue:</p> <p>Alexander, R.J. (2008) <i>Towards Dialogic Teaching: Rethinking Classroom talk</i>, London: Routledge</p>

	<p>particularly valuable in RE, b) communities of enquiry where pupils can take part in genuine, authentic dialogue and conversation about religion and worldviews. Philosophy for Children (P4C) is one example of how to build a community of enquiry.</p>	<p>preparing them to discuss different beliefs with pupils and parents in a professional way. An example of this is outlined in IPP: <i>Dialogue among beginner teachers</i> PowerPoint . This activity is designed in three parts: Part 1 requires beginner teachers to design questions they will ask of someone who has a different religion or worldview from their own. They should be sensitive to the risk of potentially causing misunderstanding or offence but aim for questions that engage meaningfully with religious or non-religious beliefs and practices. Part 2 is the dialogue between two beginner teachers. Part 3 is a reflection on the process of the dialogue.</p> <p>Promoting and understanding talk and the quality of dialogue in the classroom is considered in Julia Ipgrave’s work</p> <p>Philosophy for Children (P4C) Notes on how to facilitate a P4C session can be found in IPP: <i>A Facilitator’s Guide to Philosophy for Children</i> There are two PowerPoints that ITT providers can use to help beginner teachers understand this approach: IPP: P4C1 and IPP: P4C2.</p> <p>This is a link to a case study about using philosophy for children in a primary school:</p>	<p>Mercer, N. & Hodgkinson, S. (eds.) (2013) <i>Exploring Talk in School</i>, London: Sage.</p> <p><u>Resource:</u> IPP: <i>Dialogue among beginner teachers</i> PowerPoint.</p> <p><u>Reading:</u> Julia Ipgrave ‘Interfaith Dialogue in the Classroom’ in Elton-Chalcraft, S. (ed) (2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge. pp123-138</p> <p><u>Resource:</u> IPP: A Facilitator’s Guide to Philosophy for Children.</p> <p><u>Resource:</u> IPP: P4C1 PowerPoint</p> <p><u>Resource:</u> IPP: P4C2 PowerPoint</p>
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	<p>Examples of specific pedagogical or conceptual approaches.</p> <p>Each ITT provider will have local, regional or national approaches to RE</p>	<p>RE-Researchers Project: is a project which encourages pupils to think about the significance and effectiveness of different methodologies and methods of enquiry in Religious Education. The website includes a quick starter guide as well as free access to the entire resource and examples to use with pupils.</p> <p>Big Ideas: is a project which focuses on developing pupils’ conceptual thinking. Six big ideas are selected which provide contexts for understanding the essential content in the RE curriculum. The website includes the project</p>	<p><u>Reading:</u></p> <p>https://www.reonline.org.uk/re-researchers-approach/</p> <p><u>Reading:</u></p>

	<p>which they particularly advocate. These might include experiential learning, the RE-researchers project or a focus on the multi-disciplinary nature of the subject.</p>	<p>book. It does not require specific pedagogies, but rather focuses on continuity and progress from Years 1-11 in RE.</p> <p>A Balanced Approach: This approach draws together three ways of viewing RE; Theology, Philosophy and Human or Social Sciences to create a balanced and structured approach. This approach is being promoted by the Church of England Education Office and needs to be understood for SIAMS inspections. https://www.churchofengland.org/sites/default/files/2018-03/Key%20principles%20of%20a%20balanced%20curriculum%20in%20RE_0.pdf This outlines key principles of balanced RE based on theology, philosophy and human/social sciences.</p> <p>https://balancedre.org.uk/ includes a link to a You Tube film summarising the approach.</p>	<p>https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/groupsandnetworks/reandspiritualitynetwork/Big_Ideas_for_RE_E-Book.pdf</p> <p><u>Reading:</u></p> <p>Georgiou, G and Wright, K (2018) Redressing the balance. in Castelli M, and Chater, M. Eds (2018) <i>We need to talk about RE</i> London: Jessica Kingsley</p> <p>Further resources on <i>A Balanced Approach</i> can be found under Important: Subject Knowledge</p>
	<p>Progression</p>	<p>There are a variety of different approaches to progression and assessment in RE. We recommend that ITT providers use the local Agreed Syllabus or advice based on a school's or area's local arrangements to consider assessment.</p> <p>Progression should be considered as part of IMPORTANT: Subject Knowledge as beginner teachers recognise the development of subject knowledge at different Key Stages.</p>	

<p>ITT providers may wish to use the course or activities from the Teach:RE Primary - An Introduction course, available online at https://www.teachre.co.uk/teach-re-course/teachre-primary/ as a supplement to their teaching on Primary RE. Activity Two: 'What does good teaching and learning look like in RE?' focuses on pedagogy and practice. Task A focuses on 'Good teaching and learning' and Task B on 'Enquiry Learning'.</p>			