

RE Subject Specific Target exemplars:

This is a working document, intended to support the setting of subject specific targets on lesson observation forms and at weekly mentor meetings. Ideas for RE specific targets are here and can be adapted. Targets can require wider thinking and revisiting of prior learning at any stage in the course where it would be helpful to a trainee.

Target area:	Actions:	
Curriculum	Research the locally agreed syllabus or diocesan syllabus for your placement setting	Access the syllabus, including any rationale and resources. Make a comparison with the departments medium term planning.
	Become familiar with exam board specifications for new GCSE RE courses	Consult exam board websites to compare the four exam specifications for GCSE RE. Take some time to look at the catholic specifications too, especially if working in a faith school.
	Develop the ability to plan schemes of work	Work with your mentor/class teacher on the development of part of the scheme of work for KS3.
		Using the KS3 SoW consider the progression of your classes, or those you observe, in relation to the stated outcomes.
		Take the KS3 SoW and track the diversity of assessment methods being used, then reflect on how this supports individual students to make progress, to discuss at the next meeting.
	Become familiar with GCSE question types	Read examiner reports from previous years trying to spot/ identify patterns/themes to get insight into what is required.
	Research the demographic of your school	Identify the backgrounds of the children you teach and consider how you can make stronger cognitive links to their RE learning.
	Shadow marking of mocks	Pencil mark mock papers using the mark scheme, review with mentors/observe mentor marking
	Revisit prior learning on... to think about it again now you are more experienced.	Return to the RE Blackboard Area University to review the taught/GIS session on... (diversity, sequences, planning...)
	Plan to engage students and motivate them to be active RE learners	Observe an experienced colleague to identify how they 'hook in' learners, how they use their own subject passion to engage and enthuse their pupils.
	Plan for breadth AND depth	Review a departmental sequence to identify depth and breadth within it
Integrate the use of the different disciplines, e.g., social sciences, philosophy, and theology, within your lessons.		

	Plan for progress of all learners in your RE classroom	Talk to the TA team about the best way to present material for X student.
		Think about a specific learner and 'walk through' the lesson in their shoes thinking about the learning blocks they will encounter and how to remove them.
Subject knowledge	Develop RE subject knowledge for the required KS3 and KS4 courses	Update your subject-knowledge audit, to address any gaps in your current knowledge, with evidence of how you have moved your subject knowledge on.
		Utilize different ways of improving your subject knowledge, e.g., attend public lectures at the EHU, explore BBC teach, join local religious community events, watch relevant documentaries etc.
		Read/watch/listen to Y to develop knowledge of Z topic.
	Understand the level of knowledge required by pupils	Observe a series of lessons across key stages and reflect upon the depth and breadth of knowledge required by students at each level, for discussion at a mentor meeting.
	Observe a lesson	First watch/listen to X on the topic and then observe to see how an experienced teacher deploys the knowledge.
	Develop strategies to develop connective thinking in the pupils	Observe how an experienced teacher does this.
		Model how to select the best knowledge to support answers.
	Develop knowledge of the personal impact of faith	Study the scheme of work to identify the key concepts where the lived and personal aspect of religious belief can be included e.g., outside speakers.
Integrate knowledge of careers into the subject knowledge	Make an activity specific to a career, to dispel stereotypes.	
	Use one of the NATRE films on 'where RE can take us.'	
	Make explicit how being knowledgeable belief, religions and personal faith is beneficial for several careers and life beyond education.	
Teaching & Learning / Pedagogy	Ensure pupil progress ability to use original religious sources e.g., Holy books.	Learn how to use hermeneutics tasks within your lessons.
		Explore the different analysis tools e.g., frayer diagrams, to investigate sources
		Use the https://www.reonline.org.uk/ repository to increase your knowledge and understanding of the importance of sources etc.
	Learn what progress looks like in KS3 RE	Consult your locally agreed or diocesan syllabus to develop your understanding of this.
	Develop teaching strategies for effective learning teaching in RE	Read Chapter 7 of 'Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions' Holt (2022.) Consider the bridges which you have used and what you could utilise.

		Explore the EEF research, and what they consider to be effective teaching strategies. Choose one or two to trial. https://educationendowmentfoundation.org.uk/
	Develop strategies for disengaged pupils	Consider the research of O’Grady in this regard and select some ideas to try out in your classes.
	Develop creative ways of engaging pupils with ‘theological’ thinking from the beginning of lessons.	Develop use of cognitive linking e.g., pictures, videos, the 5 senses etc.
		Trial some of the strategies for developing theological thinking suggested here: ‘We need to talk about KS3’ - https://www.reonline.org.uk/2018/12/21/we-need-to-talk-about-ks3/
	Increase the level of challenge for students capable of higher-level progress and thinking in RE	Explore articles and thought pieces included in the teaching resources here https://www.reonline.org.uk/teaching-resources/ what could you utilise to push your pupils.
		Develop an essay writing task that encourages and enables more able students to do their own research and structure their essay with less scaffolding.
		Consider the discussion included here and note anything useful https://teachers-talk.natre.org.uk/re-and-thinking-skills/
	Develop an understanding and working knowledge of the concept of religious literacy	Read the Ofsted RE Review (2021) and make a note of how religious literacy is defined and promoted.
	Ensure that religious literacy is addressed in your planning and lessons	Using the suggestions and discussion in ‘Religious literacy: a way forward for religious education?’ (2020) plan, create and execute some activities to promote it.
	Develop understanding of how RE can develop literacy and numeracy skills	Try using the Frayer model to teach a new word/concept
		Read the blog post by Katherine France ‘Closing the Reading Gap in Religious Education’ https://teachers-talk.natre.org.uk/closing-the-reading-gap-in-religious-education/ .
		Use the resources and suggestions in RE Closing the Word Gap Pack
		Plan for and use a numerical data set or method within your lesson
Assessment	Understand in detail what is required for students to succeed in the KS4	Shadow mark GCSE RE exam questions and bring them to a mentor meeting for moderation.

		Analyse sample exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer's like'. Use this to support pupils in developing the necessary skills needed to succeed in RE exams.
	Gain greater experience of KS5 personal study assessment	Read the examiners' reports for previous years.
		Explore the KS5 exam specification documents, contrast them in terms of topics and knowledge needed.
		Read the exam spec requirements for the personal study and observe teaching of this part of A level.
	Design as assessment to end a specific sequence of learning	Return to work done already on assessment and think about what learning from the sequence is to be assessed and the best way to achieve this.
	Become familiar with the challenges and potential solutions to assessing KS3 RE	Read 'Chapter 4' in Religious Education in the Secondary School An Introduction to Teaching, Learning and the World Religions – Holt (2022.)