

Religious Education Feedback Prompts

Substantive Knowledge

Substantive knowledge is the specific content delivered as part of the curriculum. In Religious Education this would include:

- Learning about and learning from religion
- Awareness of Local Authority syllabi and the purpose of SACRE
- Key skills such as communication that is written, verbal and non-verbal, enquiry and reflection
- Teaching concepts that are
 - Similar between religious and non-religious world views
 - Similar between religious world views
 - Distinct to individual religious world views

If their subject knowledge is weak, they should be directed to address this through further reading and research.

Disciplinary Knowledge

Disciplinary knowledge refers to the methods and behaviours that individuals demonstrate to deliver Religious Education effectively.

Students should be able to demonstrate appropriate disciplinary knowledge in order to:

- Knowledge about the 6 major religious world views and Humanism
- Understand that there are many Truths and all are valid
- Understand that world views are a lived experience and represented in various ways even within a tradition
- Religious literacy – having confidence to sensitively debate and address controversial issues and support children in working co-operatively to imagine a better future

Effective approaches

Encouraging trainees to identify what children already know, understand, believe.
Appreciates a child's point of view as valid

Trainees promote new and challenging learning by building on prior knowledge and offering creative approaches to listen to and share understanding of faith paths

Trainees promote a safe learning environment through effectively responding to sensitive questions and modelling respect

Trainees create a purposeful learning environment that promotes reflectiveness, spiritual and moral development

A trainee will communicate their high expectations and enthusiasm for teaching RE through providing varied approaches for children to share their knowledge and understanding of a religious and/or non-religious concept

A trainee will use various resources and artefacts (both religious and non-religious) to stimulate curiosity and reflection about religious and non-religious world views and practices.