| **Name of trainee** |  | | | **Subject** | **RE** |
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| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.* |

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| **RE Research and Subject Association Links** | |
| Subject Specific Elements.  *What makes an effective RE lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Use stories, visuals, and interactive activities to help children understand abstract concepts. * promote a safe learning environment through effectively responding to sensitive questions and modelling respect * create a purposeful learning environment that promotes reflectiveness, spiritual and moral development * 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. * Learning about and learning from religion * Knowledge about the 6 major religious world views and Humanism * 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 |  |

| **Key strengths of lesson/session** *(one must be subject related)* | |
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| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

| **Opportunities for further development**  **Target setting prompts**  [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/) | | |
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| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

| **Observer (mentor)** | **Name** | **Signature** |
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| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |