

IMPORTANT: Subject Knowledge

Focus	Outline of content	Suggested activities	Suggested resources and reading
<p>Subject Knowledge It is suggested that a minimum of 4 hours is spent on this element of provision.</p>	<p>Diversity in religion and worldviews It is suggested that you help beginner teachers understand the importance of diverse representation of religions and worldviews.</p>	<p>It is not possible to teach all that is needed in terms of subject knowledge in a beginner teachers' course. We have therefore approached this section with these considerations in mind:</p> <ul style="list-style-type: none"> a) Beginner teachers can be anxious about the amount of knowledge they perceive they need to teach RE. They may have concerns about causing offence, not knowing as much about a religion or worldview as their pupils and managing sensitivities around religious and non-religious beliefs and practices. It is important to recognise these issues and contextualise them in their professional knowledge as primary teachers to build confidence. Pedagogic approaches which work well in RE are considered in the IMPORTANT: Pedagogy and Practice section of this Toolkit. b) Primary beginner teachers gain good generic knowledge about how to teach, how their pupils learn and what interests their pupils while teaching in different placements. Recognising the value of this knowledge can assist them in planning and teaching lessons which engage pupils and builds on previous learning. These skills should be expected in RE as well as other subjects. c) Diversity needs to be recognised within each religion and worldview. Teachers and pupils need to be able to talk about different traditions and groups within a religion or worldview without losing sight of over-arching ideas which are key to understanding them. This should not be seen as extra complexity in gaining subject knowledge but as a way of giving voice to pupils who are engaging with subject knowledge through the lenses of their own experience. Beginner teachers should be careful not to create 	<p><u>Reading:</u></p> <p>Pett, S. (2015) <i>Religious Education: the Teacher's Guide</i>, Birmingham: RE Today Services</p> <p>Teece, G. (2012) <i>The Primary Teacher's Guide to Religious Education</i>, Witney: Scholastic</p> <p>Blaylock, L. (2004) <i>Representing Religions</i> Birmingham: RE Today Services</p>

		<p>or perpetuate stereotypes and instead use language such as ‘some’ or ‘many’ rather than ‘all’.</p> <p>d) Many beginner teachers will use the internet to learn about different religions and worldviews. It is important that they recognise that not all websites are reliable, so much of this section contains information about books, resources and websites which are recognised as reliable and teacher-orientated.</p> <p>e) Beginner teachers should be aware of the development of subject knowledge through both Key Stages. School plans can be used to show how syllabuses engage pupils in deeper learning as they progress. This can be related to conceptual development in the 3 sections below on Abrahamic, Dharmic and non-religious worldviews.</p> <p>Beginner teachers should be reminded about the approach to Religion and Worldviews which is taken in the Commission on RE’s Report (CoRE, 2018). They should study the National Entitlement (CoRE,2018,pp10-11) and reflect on both personal and institutional worldviews. The details of the National Entitlement should be discussed so that this approach can be reflected on and its implications considered when beginner teachers are studying different religions and worldviews in more detail.</p> <p>ISK: <i>Championing the Underdog</i> by Professor Denise Cush can be used with beginner teachers to explain the importance of a pluralist approach to teaching about religions and worldviews.</p> <p><i>Faces of Faith</i>: This resource explores diversity within Christianity specifically and could be considered as an example of diversity within a religion. It includes a wide range of film clips of children talking about their</p>	<p><u>Reading:</u></p> <p>The CoRE Report: https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf</p> <p><u>Resource:</u></p> <p>ISK: Championing the underdog: a positive pluralist approach to equality</p>
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<p>What are the Abrahamic faiths? It is suggested that the content here focuses on key concepts within Christianity, Islam and Judaism which are essential to teachers' own understanding of these worldviews. The role of narrative may be considered</p>		<p>It is suggested that providers explore the Abrahamic faiths through their narratives. For example, by understanding Christianity through the story of the biblical narrative as exemplified through the Understanding Christianity (2016, RE Today Services) resource.</p> <p>ISK: <i>Narrative</i> is a powerpoint provided connecting the teacher's own understanding of a worldview with the role of narrative in shaping particularly the Abrahamic worldviews. This has been provided by Ruth Flanagan (University of Exeter).</p> <p>Beginner teachers may work in groups to explore one Abrahamic narrative and/or key concepts and present their findings to others. This would be one way of connecting subject knowledge to pedagogy, by helping teachers to apply subject knowledge to the classroom context. The following films and resources may be useful in enabling teachers to do this.</p> <p>The REToday resource <i>Picturing Jesus</i> can be used to promote discussion about different representations of Jesus in global Christianity.</p>	<p>Resource:</p> <p>ISK : <i>Narrative</i> powerpoint</p> <p>Reading:</p> <p>https://www.reonline.org.uk/subject-knowledge/</p>

	<p>as well as the origins of Islam.</p>	<p>A series of BBC films aimed at secondary school students may be useful to introduce key ideas to primary ITT beginner teachers. There are suggested questions to discuss for each film. Such as:</p> <p><i>J is for Jesus</i> https://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs</p> <p>A summary of the life and legacy of Jesus, and introduces concepts of resurrection and trinity.</p> <p><i>L is for Laws</i> https://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs</p> <p>A look at the place of laws within Christianity, Islam and Judaism. Introduces mitzot and Sharia Law.</p> <p><i>P is for prophets</i> https://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs</p> <p>Introduces some of the lives of prophets shared by Abrahamic traditions</p> <p><i>Q is for Quran</i> https://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs</p> <p>Introduces the Qur'an, but also other sacred texts.</p> <p>The following could also be used to show what is available for teachers to use in the classroom: <i>Religions of the World</i> series available on You Tube (or via NATRE) https://www.youtube.com/playlist?list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV</p>	
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	<p>What are the Dharmic faiths?</p> <p>It is suggested that the content here considers the Hindu faith and the concept of a cyclical worldview. This will assist beginner teachers in recognising the importance of considering each religion within its own conceptual understanding. Consideration of Sikh and Buddhist understandings will develop students' recognition of different</p>	<p>There are a range of approaches to teaching about Hindu, Sikh and Buddhist traditions in different agreed syllabuses. Beginner teachers can be introduced to these by reference to local requirements.</p> <p>Beginner teachers need to recognise the importance of understanding and engaging with lived Hindu, Sikh and Buddhist religious belief and practice in Britain today as well as recognising the historical and geographical origins of these religions.</p> <p>The UK Sikh Survey is a good introduction into understanding the Sikh community in the UK today. https://www.natre.org.uk/uploads/Free%20Resources/UK-Sikh-Survey-2016-Findings-FINAL.pdf</p> <p>A series of BBC films aimed at secondary school students may be useful to introduce key ideas to primary ITT beginner teachers. There are suggested questions to discuss for each film. A range of religions can be considered under each term so a number of them are relevant to these religious traditions, such as: <i>G is for Goddesses</i> https://www.bbc.com/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-g-is-for-goddesses-animated-film/z7kcwty <i>M is for meditation</i> https://www.bbc.com/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-m-is-for-meditation-and-prayer/z4fp382</p> <p>The following could also be used to show what is available for teachers to use in the classroom:</p>	<p><u>Reading:</u></p> <p>https://www.reonline.org.uk/subject-knowledge/</p>
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	<p>conceptual underpinnings which influence practice. The role of narrative may be considered in the Hindu, Buddhist and Sikh Traditions. In addition, there may be consideration of the relationship between Hindu and Sikh worldviews, the significance of equality in Sikh traditions and consideration of whether the Buddhist worldview is a religious one.</p>	<p>The BBC <i>My Life, My Religion</i> series may be useful to use with teachers so they can see some of the resources aimed at KS2 pupils. The <i>Religions of the World</i> series is also useful here.</p> <p><i>Religions of the world</i> series available on You Tube (or via NATRE) https://www.youtube.com/playlist?list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV</p> <p>REToday has published a range of religious resources to support the teaching of different religions. https://shop.retoday.org.uk/</p> <p>True Tube has very good introductions to different religion and worldviews. It is free to register. https://www.truetube.co.uk Some films have lesson plans to accompany them which students could critique and evaluate. Also see DESIRABLE: Visits and Visitors in the Toolkit for examples of individual True Tube films which would be helpful in teaching about these 3 religions.</p> <p>This link takes you to the British Library information and resource from the Sacred texts exhibition. Different Dharmic texts are discussed here. http://www.bl.uk/onlinegallery/sacredtexts/index.html</p> <p>Many primary schools use books by Anita Ganeri to teach about religious stories from Hindu, Buddhist and Sikh traditions. Beginner teachers should develop their knowledge of a range of stories from each religious tradition so that they can begin to link conceptual understanding to examples from each tradition.</p>	
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	<p>What are non-religious worldviews? It is suggested that this focuses on Humanism, but links back to other world views as well.</p>	<p>There are a range of non-religious worldviews identified in the CoRE Report. These should be discussed by student teachers as part of their developing understanding of the term 'Worldviews'. Teaching about Humanism has been part of RE since the identification of 'secular philosophies' in 2004 (QCA,(2004), <i>Non-Statutory National Framework for Religious Education</i>, p.12). http://www.mmiweb.org.uk/publications/re/NSNF.pdf</p> <p>Beginner teachers can be supported in developing their understanding of this worldview through engaging with these websites. The Humanists UK website has a range of resources to support teachers: https://understandinghumanism.org.uk/ This is specifically designed for teachers: https://humanism.org.uk/education/teachers/</p> <p>The following films may provide some useful introductions to humanism:</p> <p>Questioning: https://understandinghumanism.org.uk/films/questioning/ Leading a good life: https://understandinghumanism.org.uk/films/what-are-the-ingredients-of-the-good-life/</p>	<p><u>Reading:</u> https://www.reonline.org.uk/subject-knowledge/</p>

		<p>This book, designed for KS2/3 pupils, examines how humanists respond to fundamental questions about morals and ethics, the origins of life and religion. It also considers important life events and morality. Michael Rosen (2016) <i>What is Humanism? How do you live without a god? And Other Big Questions for Kids</i> Hachette Children's Group</p> <p>In terms of conceptual understanding, the Norfolk Agreed Syllabus 2012 guidance suggests that the following concepts are explored across key stages. These were agreed by faith and belief communities.</p> <p>Humanism: humanity, reason, atheism, Golden Rule, One Life, secularism</p>	
	<p>The disciplinarity of religious education</p>	<p>This element of the subject knowledge dimension may be explored depending on the provider's context. In some regions of the UK this approach is being strongly advocated, and it is also an approach promoted by the Church of England in its' schools and academies. It is considered best practice in the Statutory Inspection of Anglican Schools (SIAMS) schedule 2018.</p> <p>The emphasis here is on the nature of RE as a multi-disciplinary subject. Consideration is given to the way religion and worldviews is explored through different disciplinary fields (ISK2). This is also referred to in the Commission on RE report. In the National Entitlement Statement, the final bullet point (9) refers to different ways of studying religion and worldviews. For example, a concept such as 'God' may be explored through theological, philosophical and human/social science lenses. Each will ask different kinds of questions. Further information on this approach can be found at www.balancedre.org.uk</p>	<p><u>Resource:</u></p> <p>ISK: Key Principles Document</p> <p><u>Resource:</u></p> <p>ISK: Audit for Disciplines</p> <p><u>Reading:</u></p> <p>See chapters by Kueh, Georgiou and Wright in: Castelli, M., and Chater, M., eds., (2018) <i>We Need to Talk about Religious Education</i>. London: Jessica Kingsley</p>

		An audit tool available in the resources section could be used to consider appropriate subject knowledge rooted in the three disciplinary fields.	
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. The following activities and tasks are particularly relevant to this Subject knowledge section: Activity 3, 'How do I develop my subject knowledge?' Tasks A, B and C.			