**RE Subject Audit 2022-3**Secondary Subject-Knowledge Development

**Self-Audit** **page 2**   
Complete the following audit of your skills and understanding in this   
subject area. Rate yourself against each criterion by colour-coding the   
relevant box (None, Expected, Expected +, Good or Excellent):

**g  4**  **None** No knowledge /confidence in this area and/or no experience.     
**(only grade yourself grey if you have no experience**   
**whatsoever of a particular aspect)**

**g  3**  **Expected** Some knowledge in this area and/or limited experience and   
in need of further development

**g  2.5**  **Expected+** Developing knowledge / growing experience in this area

**g  2**  **Good** Good knowledge in this area and /or some experience

**g  1**  **Excellent** Totally confident in my knowledge of this area and/or lots   
of experience

  The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan   
**NB:** In addition to the content of this audit there will be specific content that will need to be known prior to the teaching of specific qualifications. This audit is **not** exhaustive and there will be specific skills and capabilities that will need to be addressed in addition to this.

**Subject Knowledge Development**

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Description automatically generated**SK Days Compulsory Reading**     
This is the list of reading to complete before and after each Subject Knowledge Day. Reflect on   
the reading as part of the weekly Academic Reading Reflection in your Reflective Journal.

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Description automatically generated**SK Development Task Bank**   
Once you have completed the Baseline self-assessment, please select and complete one of the tasks from the Subject Knowledge Development Task Bank.As you review your knowledge each term, continue identifying and completing relevant tasks from the Task Bank.

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Description automatically generated**Evidence of SK Development**   
Keep a record of your Subject-Knowledge Development in the evidence summary. This will be signed off by your mentor and SK tutor.

**Appendix**

**Appendix A: SK in the Carter Review and the ITT CCF**

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| **Subject Area:** | | **Religious Education**  (see page for summary information regarding the diocesan and national curricula and links to the relevant documents). | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject Knowledge & Understanding** | | | | | | |
| **Year 7** | | | | | | |
| SK1 | Be able to effectively teach   * How can we know what is true? * Who is God? | |  |  |  |  |
| SK2 | Be able to effectively teach   * Who is Jesus? * Is Jesus special? | |  |  |  |  |
| SK3 | Be able to effectively teach   * What does it mean to belong? * What is the kingdom of God? | |  |  |  |  |
| SK4 | Be able to effectively teach   * Is there more to life than meets the eye? * What are the signs of Catholic identity? | |  |  |  |  |
| SK5 | Be able to effectively teach:   * What are the signs of identity for the Jewish people? | |  |  |  |  |
| SK6 | Be able to effectively teach:   * What are the joys and challenges of life? * What are the joys and challenges of living as people of God? | |  |  |  |  |
| **Year 8 Subject Knowledge & Understanding**  - RC Diocesan Curriculum (Hexham and Newcastle) | | | | | | |
| SK1 | Be able to effectively teach:   * Why do promises matter? * What does it mean to be a Covenant People? | |  |  |  |  |
| SK2 | Be able to effectively teach:   * Can one person change the world? * How is Jesus the New Covenant? | |  |  |  |  |
| SK3 | Be able to effectively teach:   * Why do we celebrate? * How do we live as Covenant People? | |  |  |  |  |
| SK4 | Be able to effectively teach:   * Are there limits to forgiveness? * How do we live out reconciliation? | |  |  |  |  |
| SK5 | Be able to effectively teach:   * What are the Hindu signs of identity? | |  |  |  |  |
| SK6 | Be able to effectively teach:   * How do we know what’s fair? * How do we meet the challenge to live justly? | |  |  |  |  |
| **Year 9 Subject Knowledge & Understanding**  - RC Diocesan Curriculum (Hexham and Newcastle) | | | | | | |
| SK1 | Be able to effectively teach:   * How do we make sense of the world? * Do faith and science conflict? | |  |  |  |  |
| SK2 | Be able to effectively teach:   * Why is there suffering? * How is God revealed through suffering? | |  |  |  |  |
| SK3 | Be able to effectively teach:   * Is all life of value? * How do we respect the sanctity of life? | |  |  |  |  |
| SK4 | Be able to effectively teach:   * What should I do with my life? * What are we called to be? | |  |  |  |  |
| SK5 | Be able to effectively teach:   * What are the signs of identity for Muslim people? | |  |  |  |  |
| SK6 | Be able to effectively teach:   * How can we know what is true? * How do Catholics believe truth is revealed? | |  |  |  |  |
| Please note the KS4 Knowledge and Understanding/”Know how to” is described in detail in the documents P9. | | | | | | |

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| **Subject Area:** | | | **Religious Education** | **Baseline** | | | | **Autumn** | | | **Spring** | | **Summer** | | |
| **Subject-Specific Pedagogy** | | | | | | | | | | | | | | | |
| **Knowledge of Subject Specific Pedagogy** | | | | | | | | | | | | | | | |
| SSP.1 | Understanding the importance for an RE department to have a clear curriculum intent. | | | |  | | | |  | |  | | | |  |
| SSP.2 | How to ensure precise and correct use of subject-specific language. | | | |  | | | |  | |  | | | |  |
| SSP.3 | How to lead a class discussion around key concepts in RE. | | | |  | | | |  | |  | | | |  |
| SSP.4 | How to build on prior knowledge, encouraging students to make links and connections. | | | |  | | | |  | |  | | | |  |
| SSP.5 | How to break down complex RE content/skills/tasks into smaller steps. | | | |  | | | |  | |  | | | |  |
| SSP.6 | How to sequence an RE lesson / series of lessons to move from foundational knowledge to more complex content? | | | |  | | | |  | |  | | | |  |
| SSP.7 | How to anticipate and address misconceptions in RE/ How to answer students’ questions. | | | |  | | | |  | |  | | | |  |
| SSP.8 | How to scaffold RE activities to make new knowledge more accessible / How to differentiate complex topics to higher and lower-ability students. | | | |  | | | |  | |  | | | |  |
| SSP.9 | How to present, model, give examples / clear explanations for and clarify key concepts in RE. | | | |  | | | |  | |  | | | |  |
| SSP.10 | How to advise a group or individual on how to improve their skill level in your subject. | | | |  | | | |  | |  | | | |  |
| SSP.11 | How to extend 'general knowledge' about subject, including cross-curricular links historical and multi-cultural aspects. | | | |  | | | |  | |  | | | |  |
| **Knowledge of Subject Assessment & Development** | | | | | | | | | | | | | | | |
| SAD.1 | How confident would you be in assessing students’ knowledge and understanding of RE? | | | |  | | | |  | |  | | | |  |
| SAD.2 | How confident would you be in assessing students’ skill development in RE? | | | |  | | | |  | |  | | | |  |
| SAD.3 | How confident are you in deploying formative assessment strategies linked to lesson objectives during lessons (incl. hinge questions to pinpoint knowledge gaps, self and peer-assessment, etc.)? | | | |  | | | |  | |  | | | |  |
| SAD.4 | How confident would you be to write a RE summative assessment on a topic chosen by the subject mentor, choosing, where possible, externally validated materials? | | | |  | | | |  | |  | | | |  |
| SAD.5 | How confident are you in using data (assessment, homework, etc.) to inform your planning? | | | |  | | | |  | |  | | | |  |
| SAD.6 | How confident are you in using data to set appropriate targets? | | | |  | | | |  | |  | | | |  |
| SAD.7 | How confident are you in planning for progression (short, medium and long-term)? | | | |  | | | |  | |  | | | |  |
| SAD.8 | Many schools teach RE in mixed ability groups.  How confident are you that you can involve every pupil in the learning process? | | | |  | | | |  | |  | | | |  |
| SAD.9 | How confident are you in checking prior knowledge to identify knowledge gaps and misconceptions? | | | |  | | | |  | |  | | | |  |
| SAD.10 | How confident are you in drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments to inform future planning? | | | |  | | | |  | |  | | | |  |
| SAD.11 | How confident are you in assessing written answers to questions and identifying ways of improving the answer given through high-quality feedback and specific actions? | | | |  | | | |  | |  | | | |  |
| SAD.12 | How confident are you in making marking manageable and effective? (incl. use of verbal feedback, whole-class feedback, abbreviations, codes, peer-self-assessment, error highlighting, etc.) | | | |  | | | |  | |  | | | |  |
| SAD.13 | How secure is your knowledge of RE A-Level Content and Assessment Objectives? | | | |  | | | |  | |  | | | |  |
| SAD.14 | How secure is your knowledge of the RE GCSE Content and Assessment Objectives? | | | |  | | | |  | |  | | | |  |
| SAD.15 | How would you rate your understanding of the 9-1 grades in RE? | | | |  | | | |  | |  | | | |  |
| SAD.16 | How confident would you be in assessing students’ soft skills such as resilience, teamwork, empathy, fairness and collaboration in your subject? | | | |  | | | |  | |  | | | |  |
| **Child & Adolescent Development within your Subject** | | | | | | | | | | | | | | | |
| CAD.1 | | How do you feel about creating effective learning environments? | | | |  | | |  | |  | | | |  |
| CAD.2 | | How do you feel about securing all pupils’ motivation and concentration? | | | |  | | |  | |  | | | |  |
| CAD.3 | | How confident are you creating challenging learning opportunities and promoting high aspirations for all learners, especially those from a disadvantaged background? | | | |  | | |  | |  | | | |  |
| CAD.4 | | How confident are you implementing effective strategies to engage students with behavioural, mental health or SEND within RE? | | | |  | | |  | |  | | | |  |
| CAD.5 | | How confident are you working with pupils who may be disaffected in RE lessons and raising their level of engagement and motivation? | | | |  | | |  | |  | | | |  |
| CAD.6 | | How confident are you building pupils’ confidence to attempt more complex tasks / multi-step problems? | | | |  | | |  | |  | | | |  |
| CAD.7 | | How confident are you at creating competitive and celebratory opportunities for students in your subject? | | | |  | | |  | |  | | | |  |
| CAD.8 | | How confident are you supporting out-of-classroom RE learning (e.g. through your extra-curricular involvement) to increase participation in your subject and contribute to the holistic development of your students? | | | |  | | |  | |  | | | |  |
| CAD.9 | | How confident are you promoting effective behaviour for learning from students? | | | |  | | |  | |  | | | |  |
| CAD.10 | | How confident are you engaging parents in your students’ learning? | | | |  | | |  | |  | | | |  |
| **Professional Skills (Literacy & Numeracy)** | | | | | | | | | | | | | | | |
| PS.1 | Own literacy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | | | | | |  | | |  | |  | |  | |
| PS.2 | Ability to support the development of students’ literacy within RE. | | | | | |  | | |  | |  | |  | |
| PS.3 | Own numeracy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | | | | | |  | | |  | |  | |  | |
| PS.4 | Ability to support the development of students’ numeracy within RE. | | | | | |  | | |  | |  | |  | |
| **Effective Use of ICT** | | | | | | | | | | | | | | | |
| ICT.1 | Word | | | | | |  | | |  | |  | |  | |
| ICT.2 | Excel | | | | | |  | | |  | |  | |  | |
| ICT.3 | PowerPoint | | | | | |  | | |  | |  | |  | |
| ICT.4 | Interactive Whiteboard | | | | | |  | | |  | |  | |  | |
| ICT.5 | School Online Learning Platform (Teams, Google Classroom, SharePoint, etc.) | | | | | |  | | |  | |  | |  | |
| ICT.6 | School Systems (SIMS, CPOMS, Class Charts, etc.) | | | | | |  | | |  | |  | |  | |
| ICT.7 | Understanding of e-Safety and how to support it | | | | | |  | | |  | |  | |  | |
| ICT.8 | How to use ICT in the classroom to raise engagement and support the individual? | | | | | |  | | |  | |  | |  | |
| ICT.9 | How to use ICT and online resources to help manage your workload? | | | | | |  | | |  | |  | |  | |
| ICT.10 | How to deliver an effective remote lesson / blended lesson? | | | | | |  | | |  | |  | |  | |

**SK Development**Subject Knowledge Day Compulsory Reading

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| **SK Day 1** | Logo  Description automatically generated | **RE: key stage 3**  **All schools:□**  All UK schools are required to teach RE, but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they are 18.  NB This is usually rare, particularly in faith schools.  <https://www.gov.uk/national-curriculum/other-compulsory-subjects>  **Roman Catholic Schools:**  See diocesan advice and guidance for KS3 RE  RC Diocese of Hexham and Newcastle:  https://diocesehn.org.uk/education/catholic-education/secondary/  Religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school."  *Catholic Bishop’s Conference of England and Wales, May 2000.* | Logo  Description automatically generated | **AQA Glossaries** □□  *GCSE Command Words*  *Examples from the Edexcel examination board and the AQA examination board:*  <https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/Command-words.pdf>  https://www.aqa.org.uk/resources/religious-studies/gcse/religious-studies-a/teach/command-words  *Subject-Specific Vocabulary*  https://www.aqa.org.uk/resources/religious-studies/gcse/religious-studies-a/teach/subject-specific-vocabulary-component-1-the-study-of-religions-beliefs,-teachings-and-practices  *AS and A-Level Command Words*  *Example from the AQA examination board.*  https://www.aqa.org.uk/resources/religious-studies/as-and-a-level/a-level/teach/command-words |
| **SK Day 2** | Logo  Description automatically generated | **RE GCSE subject content**, DfE, 2015 □  □  *The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.*  https://www.gov.uk/government/publications/gcse-religious-studies | Logo  Description automatically generated | **GCE AS and A Level subject content for RE**, DfE, 2014 □□  *AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in art and design.*  https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content |
| **SK Day 3** | Logo  Description automatically generated | **Including students with SEN and/or disabilities in secondary RE**, TDA, 2009  □  *This booklet gives tutors and trainees information about subject-specific issues in the RE curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive RE lessons.*  https://dera.ioe.ac.uk/13807/1/religiouseducationre.pdf | Logo  Description automatically generated | **Access and engagement in RE: Teaching pupils for whom English is an additional language**, Department for Education and Skills, 2002 □  *The guidance is in two parts. Sections 1 to 4 are intended for subject leaders of RE and ethnic minority achievement (EMA) in secondary schools. These sections are designed to support a departmental meeting focused on reviewing the attainment of pupils learning English as an additional language (EAL), and should be read in conjunction with the later sections. Sections 5 to 8 are for all RE teachers and their EMA colleagues. They aim to help teachers support pupils learning EAL in the classroom, particularly those working at levels 3 to 4 and who have been learning in English for a minimum of two years, in order to raise their attainment in RE lessons.*  https://dera.ioe.ac.uk/7569/7/a56988da314e50cf326e5da93eed4bae\_Redacted.pdf |
| **SK Day 4** | Logo  Description automatically generated | **Reading set by the SK Tutor**  Record details of the reading set below: | Logo  Description automatically generated | **Reading set by the SK Tutor**  Record details of the reading set below: |