



<p><b>What will you see in RS lessons?</b></p> <p>A wide range of activities that aim to enthuse our pupils. We encourage investigation and want our pupils to learn through exploration. RS lessons will be fast paced and require the input of everyone in the room. Questioning, reading, writing and creative activities are commonplace. Teacher planning is designed to make the pupils think and to grow as independent learners. We want pupils to have a sense of what it means to practice a particular religion or hold a certain set of values or beliefs. Therefore, RS lessons often involve first hand testimonies or video footage of festivals, places of worship or ceremonies. Debate is a significant part of RS, particularly when considering the philosophical and moral 'questions' encountered within the subject.</p>	<p><b>What are the common misconceptions that pupils have and make in RS that we need to address?</b></p> <p>Younger pupils are often prepared to place their full trust in what they read, in RS we teach them to think critically and question what they see. As we teach a range of religions, pupils come across language and customs that they are not fully aware of. Pupil views are often short term, we hope to equip them with the ability to see the bigger picture and understand consequence. We also hope to develop kind and thoughtful young people who consider the views of others.</p>	<p><b>What will you see in pupils' RS books?</b></p> <p>A variety of tasks that should reflect our aims. This will include: 'Do Now' tasks, short questions, extended answers, source work and investigations, interpretation, investigations and low stakes quizzes. However, there will also be evidence of more creative tasks, these might include storyboards, posters, speeches or songs (images will only be used if they are appropriate, pupils will not be asked to create anything that may be considered offensive). We want the pupils to learn and understand the experiences of a wide variety of religions and beliefs.</p>
<p><b>What assessment (formative and summative) methods do we use in RS?</b></p> <p>Assessment takes place in every lesson. Teachers use a range of questioning techniques to assess previous learning or to judge the level of understanding. The 'Do Now' activity at the start of each lesson means assessment is taking place within the first 5 minutes of every lesson. The use of the low stakes quiz is used to assess levels of knowledge and will inform future planning. Written responses enable assessment of understanding of the course content.</p>	<p><b>Secondary RS</b></p>	<p><b>Information from the last 12 months in RS reveals particular strengths in.....</b></p> <p>Much of the curriculum has been shaped by the pupils, their feedback allows the teaching staff to understand what they want to learn. Most recently, this has led to the inclusion of more philosophical questions. Pupils from a variety of backgrounds indicated that they felt 'proud' when lessons related to the religion that they practice, they also felt 'very willing' to lead many of the discussions and help their peers to learn.</p> <p><b>Information from the last 12 months in RS reveals a particular focus should be on.....</b></p> <p>We are always seeking adapt and develop to the needs of our pupils. Feedback from pupils will continue to inform our decisions. As a result of feedback, we have evolved the KS3 curriculum to allow for greater exploration of issues relating to morality e.g. animal testing, the environment etc.</p>
<p><b>What will you see in RS at Liverpool College that extends beyond the National Curriculum and / or exam specifications?</b></p> <p>Teachers have a range of personal expertise; they are always encouraged to draw upon their own learning in order to go beyond what is expected. GCSE pupils visit a local church and a mosque. Pupils are encouraged to tell us about their experiences and what religion and faith mean to them.</p>	<p><b>Parents can help their children in their RS studies by....</b></p> <p>Talking to the about their learning. Ask them what they have been doing, encourage them to explain it to them or a younger sibling. Ask questions like 'what do you believe?' or 'what is the right thing to do and why?' Visiting religious sights and discussing their significance. Introduce them to views they might not usually encounter, not in an attempt to change their views, but to help them understand that others exist and might differ from their own.</p>	