

Derby and Derbyshire Agreed Syllabus

Session 3: Progress and assessment

RE Today
Services 

Please note this model is offered as a sample. Schools should make their own decision about which order to study these questions based on their overarching curriculum intent, building knowledge and understanding for progress, interleaving and retrieval and how this learning will complement and build on other learning in the curriculum.

Model A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F5: Where do we belong? Christians, Hindus, Muslims	F4 Which times are special and why? Christians, Hindus and Jewish people	F6. What is special about our world? Christians, Muslims and Jewish people	F2 Which people are special and why? Christians, Muslims and Jewish people	F3 Which places are special and why? Christians and Muslims	F1 What stories are special and why? Christians, Hindus and Muslims
Year 1	1.1 Who is a Christian and what do they believe? (part 1) Christians	1.6 How and why do we celebrate special and sacred times? (Part 1) Christians, Muslims or Jewish people	1.2 Who is a Muslim and what do they believe? (part 1) Muslims	1.7 What does it mean to belong to a faith community? Christians, Muslims, Jewish people	1.5 What makes some places sacred? <i>This could be an RE week or fit into a cross curricular unit of study.</i> Christians, Muslims and/or Jewish people	
Year 2	1.3 Who is Jewish and what do they believe? Jewish people	1.6 How and why do we celebrate special and sacred times? (Part 2) Christians, Muslims or Jewish people	1.2 Who is a Muslim and what do they believe? (part 2) Muslims	1.1 Who is a Christian and what do they believe? (part 2) Christians	1.4 How can we learn from sacred books? Christians, Muslims and Jewish people	1.8 How should we care for others and the world, and why does it matter? Christians and Jewish people
Year 3	L2.7 What does it mean to be a Christian in Britain today? (part 1) Christians	L2.8 What does it mean to be a Hindu in Britain today? (part 1) Hindus	L2.2 Why is the Bible so important for Christians today? Christians	L2.5 Why are festivals important to religious communities? <i>Easter focus possibly an RE week</i> Christians and Hindus/Jewish people/Muslims	L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i> Hindus, Christians, Muslims	L2.4 Why do people pray? Christians, Hindus or Muslims

Derby/Derbyshire Syllabus plus Understanding Christianity: sample long-term plan

Focusing on systematic study, to support thematic study.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas?	F3 What places are special and why?	F1 What times/stories are special and why?
Y1	1.7 What does it mean to belong to a faith community?	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?		UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
Y2	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2.	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C, M)
Y3	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray? (M/C)	L2.5 Why are festivals important to religious communities? (J/M)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Y4	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.8 What does it mean to be Hindu in Britain today?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Y5	UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		UC U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Y6	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR)	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)

KS1 – replacing units 1.4 (Sacred Books) and 1.6 (Sacred Times)

Lower KS2 – replacing units L2.1 (God), L2.2 (Bible) and L2.3 (Jesus)

Upper KS2 – replacing U2.2 (Jesus in 21st C), U2.4 (places of worship) and U2.8 (ahimsa, grace and ummah)

Using multiple choice questions in RE

Why might I want to use multiple-choice questions in RE?

In recent years, schools have increasingly become aware of the importance of routine retrieval practice to support learning. Research also shows that frequent and repeated quizzing is an effective tool to help pupils remember their learning over time. The ‘testing effect’ tells us that the process of retrieving information helps to consolidate learning.

One way of building retrieval practice into lessons is to use multiple choice questions as an aid to knowledge recall. Carefully written questions are not only useful as a way of checking what pupils can remember, but also as a diagnostic tool for assessing what students understand and what they don’t and can help the teacher diagnose exactly what misconceptions students have.

In assessing RE, we often spend a lot of time on producing work and then struggle to find enough time to give feedback and tackle misconceptions without making teacher workload excessively onerous. By using multiple-choice diagnostic tests, we can free up time and reduce the amount of marking for the teacher.

Using multiple choice questions in primary RE (Gill Tewkesbury)

The thing I love about primary RE is being able to step away from prescriptive schemes of work and experiment with different ways to achieve the same objectives. I have trialled different activities and strategies for teaching and assessing, and some have worked well and some not so much. Teachers have to lead the way in modelling how to learn!

Using a multiple choice question quiz as a start and end point to a unit is not common practice in primary RE as far as I know but can open up really interesting possibilities in terms of visible learning, particularly if you struggle to evidence progress in a clear way.

As a trial, I created a quiz based on the LKS2 ‘People of God’ unit from Understanding Christianity. I made sure that most of the answers sounded feasible, with the odd, funny answer thrown in to make them laugh. I didn’t want it to be a comprehension test or overly easy for them to guess the right answer and for each question, I also included an “all of these are correct” option.

I read the questions (and multiple answer possibilities) to them, to make it accessible for all, and gave them time to think and answer the questions independently. It has been strongly suggested that immediate feedback is one of the most effective ways to retain and embed learning, therefore after the quiz, we went through the answers together with the ubiquitous purple pen, in order to tick or correct.

As I actually introduced the quiz in the middle of the unit as opposed to the beginning (because of the timing of the project) it was good to see what learning had already taken place. The first set of questions about Noah acted as a useful recap for the children and they (and I!) were encouraged by the fact that they could remember what they had learnt. The second part, which was more difficult for them, became a useful tool for introducing the second Bible figure (Abraham). During the next few lessons I could refer back to the questions as their knowledge grew, assessing as we went and reiterating where necessary. Had time allowed, I would have repeated the quiz at the end of the unit- and in fact plan to do so this year with my new class.

As a strategy, I was rather surprised at how much I enjoyed creating and using the quiz- and how well the children responded to it. Not only was it useful for checking knowledge, but it also gave the children an opportunity to develop their thinking skills. For example, the pupils had to analyse the answers (or images, if it was a picture question), remember facts and evaluate the possible answers, particularly when it came to the “all of these are correct” option.

A good activity that I could use next time to stretch the more able might be to get them to devise their own (new and improved!) multiple choice questionnaire for another class. Multiple choice quizzes aren't the be-all-and-end-all for Primary RE assessment, but they are a useful tool to have in your kit!

Using multiple choice questions in secondary RE (Joanne Harris)

Over the past few years, multiple-choice questions have become an important part of teaching, learning and assessment in RE at my school. One key benefit of this has been eradicating the “there's no right answer in RE” comment and instead stressing the need to be able to access a body of knowledge when writing or talking about religion and world views.

Previously, our assessment was largely done through written tasks which generally privileged pupils who were good at English. Introducing multiple-choice tests allowed those pupils who might find writing more difficult (or who just don't like writing) to show what they actually knew in terms of RE. We have found that this style of questioning not only help pupils recall information more effectively, they also boost confidence – pupils think they are better at the subject and are able to participate more effectively in lessons because they are aware of how much they know.

Another benefit is the time saved – both in terms of lesson time and teacher marking time. Any teacher who has ever done a test/pop quiz with a key stage three class will know the feeling when you go through the answers and 20 hands go up to ask if 20 slightly different versions of the answer are correct! We give pupils a selection of answers to choose from (usually 5, although recent research suggests that 3 may be the best number of options). Pupils self-mark as this allows them to see where they have made mistakes and so hopefully they will not make them again. We display the correct answers and go through them, ensuring there is time to discuss any mistakes and misconceptions. We do our tests on paper and pupils stick these in their books – they then become a useful revision checklist or resource for self-testing at home.

Last September we used a multiple-choice test for our year 7 baseline assessment. One pupil told me that he had been withdrawn from RE at primary school and so didn't know much but was happy to have a go. Several weeks later he gave a great answer in a lesson about Hinduism. I asked him how he knew so much if he hadn't done RE before. His answer was that he had remembered it all from the baseline test.

As you can see from the test, whilst there are some straightforward questions, others are more challenging. Using multiple choice also allows the teacher to include misconceptions that some pupils might have and address these at an early stage. In this way, this form of testing is both summative and formative.

Hinduism

17. Which of the following statements is correct?

a	b	c	d	e
Hindus believe in only one God who can be understood through the Trinity: Father, Son and Holy Spirit.	Hindus do not believe in a god; their religion is a set of beliefs about life.	Hindus say there is one great power called Brahman who can be understood through numerous gods and goddesses.	Hindus believe that God is actually an animal. Pictures of this god must be placed in every home.	Hindus believe in two gods. One male and one female. Both should be worshipped equally.






18. Diwali is a popular Hindu festival. It is sometimes referred to as the festival of

a	b	c	d	e
colours	laughter	food	Winter	light

Multiple-choice tests can also include images.

Christianity

1. Which of these is NOT a Christian symbol?

a	b	c	d	e
				

We choose to do our questions on paper, but many teachers use a range of online programmes or apps in a similar way.

It is worth spending time designing effective tests with carefully worded questions and answers. Questions need to be both rigorous and diagnostic. The rigour of the question is important in ensuring that the answer is not too easy to guess. For example:

Whose death is remembered on Good Friday?

- a) Jesus

- b) The President of the USA
- c) Elvis Presley
- d) my teacher

This question is of little use because even if a student couldn't remember who died on Good Friday, it is too easy to guess the correct answer.

A better question would be:

Whose death is remembered on Good Friday?

- a) Jesus
- b) Lazarus
- c) Judas
- d) Pontius Pilate

More guidance on writing questions and online tools can be found on the NATRE website:

www.natre.org.uk/uploads/Free%20Resources/multiple%20choice%20questions%20B%20Wood%20v2.pdf

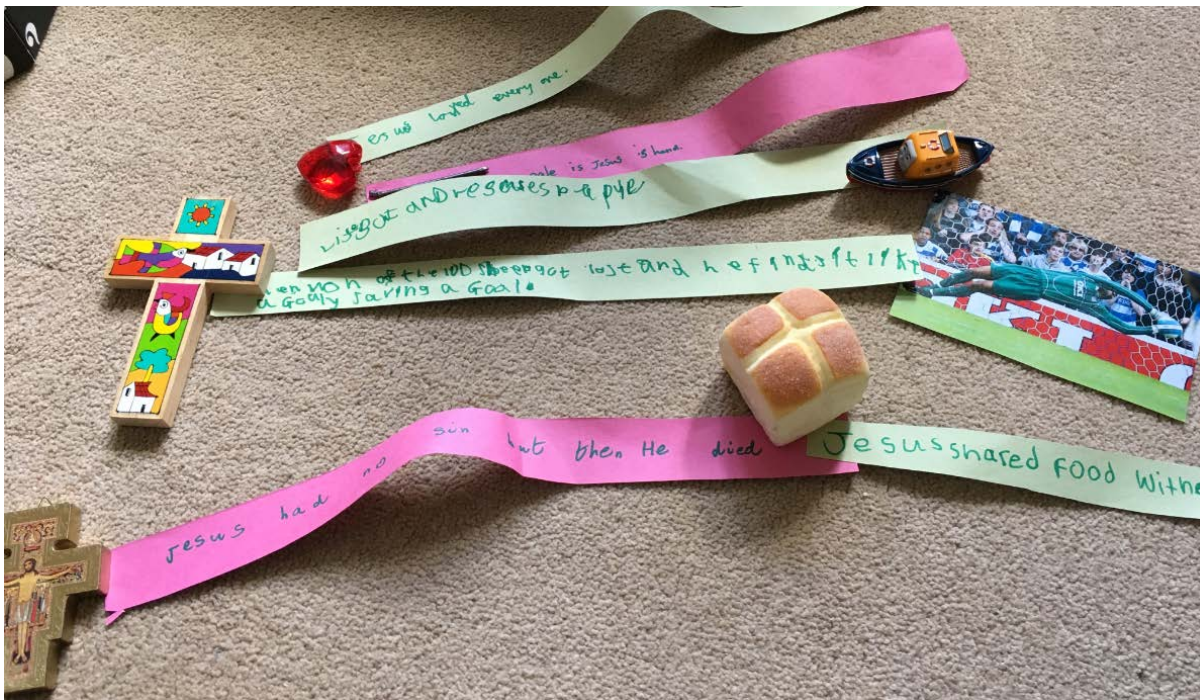
Using Talking Tubs

Talking tubs

A Talking Tub is a collection of materials that are designed to stimulate talking and thinking about a concept. They can also be used to assess prior knowledge and understanding and to assess pupil knowledge and understanding part way through a teaching sequence.

Originally used with pupils in foundation stage this is suitable for pupils to use across the primary age range.

It can be used to make connections on ribbons or speech bubbles. These could also be used by older pupils to note misconceptions.



Possible focus for talking tubs

Christian concepts: salvation, incarnation, creation

Celebrations and festival: Eid ul Adha, Shabbat, Pentecost

Broader concepts: pilgrimage

Possible contents of a salvation box

- A hot cross bun
- A cross & crucifix
- An Easter Story
- A heart
- Picture of handshake
- A candle
- An Easter Card
- A lifeboat
- Picture of a goalkeeper
- Nail

Possible contents of an incarnation box

- A Christmas Card
- A Christmas Story
- A globe
- A cross
- Photo: Father/Son/Grandson all aged 10
- Picture of 12 disciples
- Icon picture
- Wrapped gift
- Pictures of faces with different expressions: happy/sad/angry/amazed/tired
- Friendship bracelet

Possible contents of an Eid ul Adha box

- Aeroplane
- map of the Middle East
- an image of a lamb
- Eid cards
- a picture of a mosque
- some money
- a card saying the word 'sorry'
- a picture of some new clothes
- a picture of a Muslim girl/boy/persona doll
- items linked to general celebrations eg. photos of food eaten at different times of celebration

Opening the Box

First give pupils to explore objects that are related to the topic/concept. You may introduce the topic or concept before or after introducing the objects.

With small groups of children, open the box together and discover what is inside. Let each child take a turn in handling the objects and explore what the objects may mean in relation to the topic/concept is. Make notes of the ideas being generated as you chat, as this will help inform your planning of the rest of your teaching.

The children's ideas, comments, questions, work, pictures, writing, photos can be recorded in one giant floor book. This can include sticking in pictures, post-its, photos, drawings etc. This book could be the record of the RE that has taken place and will form the basis of your assessment. Alternatively children write on ribbons or speech bubble to show what they know and the links between the items. These can then be photographed.