



## Religious Education Lessons at Market Harborough C of E

- Children working on objectives in line with the curriculum intent for Religious Education.
- Activities closely matched to the learning objective.
- All children are working on the same learning objective and are supported or challenged appropriately.
- Unit begins with retrieval questions from previous unit in key concept, e.g. gospel.
- Units start with a knowledge organiser and big question.
- Each lesson begins with a learning question.
- Lessons begin with a short retrieval section from previous session.
- Current lesson is placed within sequence of learning within the unit.
- Links are made to any prior learning within RE (as appropriate – within the same religion and across different religions).
- Focus on clarifying key vocabulary (specific/ precise / accurate) and revisited often during the lesson.
- Each lesson uses a variety of questioning techniques.
- A range of activities, including discussion, drama, debate, storytelling, video clips, use of artefacts, visits and visitors, written work, etc.
- Children should feel safe and confident to ask questions and share opinions.
- Lessons contain an element of oracy.
- Assessment for learning is integral.
- Learning is broken down into small chunks / small steps.
- Feedback is given throughout the lesson.
- Final assessment activity at the end of each unit.
- Some work is recorded in books for each unit. RE books follow the children through school.

### Skeleton outline of an RE lesson

Retrieval
Chronology of the learning is identified (within the unit and previous learning) Whole class teaching input, share learning question
Vocabulary focus: clarified when new and throughout the lesson. Clear outline of task
Independent time to complete the task
Opportunities to reflect