**Re**

**Interview for the PGCE in Religious Education**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The interview will comprise of several different activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with the main webpage. There are two key processes that make up the subject element of the selection process:

**THE SUBJECT INTERVIEW**

In the specialist subject interview, you will explore with me a range of topics; these are likely to include:

* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your previous experience of your subject in schools
* your view of how Religious Education (RE) could/should be taught in the classroom
* your subject knowledge and how you intend to convey this to young people

**THE INITIAL SUBJECT KNOWLEDGE AUDIT IN RE**

Below you will find a copy of the Initial Subject Knowledge Audit in RE which will help you and I to assess your current level of readiness for the course. I would be grateful if you would return your completed version of this document to me via email at least two days prior to the interview day. Should this not be possible, I would ask you to contact me in advance. My email address is katie.clemmey@canterbury.ac.uk

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Best wishes,

Katie Clemmey

Senior Lecturer in Religious Education

Canterbury Christ Church University

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**Religious Education**

**Subject Knowledge audit**

# What is this?

This is a place to record your subject knowledge prior to starting on an ITE course. There is no expectation that you have all the knowledge you will need to be a teacher of RE. The aim of this is to audit where you are in relation to the subject areas you might be called upon to teach across key stages 3 and 4. This will provide a starting point for you and your school/tutors to discuss and to help you to focus on where you might need to begin to develop as you prepare to start training.

# How is it organised?

This document is organised into discrete subject areas around the 6 major religions in the UK (+RC Christianity). Within each of the tables relating to religions there are four sections: beliefs and teachings; practices; sources of wisdom and authority and forms of expression.

For each one of these, you should consult the Department for Education RS GCSE Subject Content document to get more detail of what you might need to know to teach the religion up to GCSE level. This document is available at <https://www.gov.uk/government/publications/gcse-religious-studies>. Using this, I would like you to gauge your level of knowledge using the levels below. The levels are **fully described** **in the final page of this document**. Please read them for examples to clarify your assessment of your current knowledge level:

1. ***I have some or none: no idea or unsure, insecure knowledge: I need to refresh knowledge/skills***
2. ***I have observed this topic being taught; watched a video on the topic; attended a university taught session on this topic***
3. ***I have taught a lesson on this topic; I understand and can explain; can link prior knowledge and next development stages***
4. ***I have taught this topic more than once; can interconnect and link topics; can promote meta-cognition***

# Subject Knowledge Audit – pre-interview

## Buddhism

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Christianity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Christianity – Catholic Christianity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Hinduism

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Islam

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Judaism

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## Sikhism

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Beliefs and Teachings |  |  |  |  |
| Practices |  |  |  |  |
| Sources of wisdom and authority |  |  |  |  |
| Forms of expression and ways of life |  |  |  |  |

## A-Level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic areas covered | 1 | 2 | 3 | 4 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Level Descriptors

Please use these to help you assess where you are for the tracker.

## Level 1

* I have some or none: no idea or unsure, insecure knowledge: know the rules, conventions, concepts, methods, processes but need to refresh knowledge/skills
* I can answer questions with the support of appropriate resources such as a text book or similar
* I need to look up definitions or engage with processes and methods to help with my understanding
* I have some ideas on topics which I can to build upon
* I develop my content knowledge via websites, study visits or any other appropriate resources
* I take advice from mentors/teachers/tutors/peers to develop my understanding
* I engage with different high quality activities to develop my knowledge
* I record and evidence my developing content knowledge and share with my mentor and tutor
* I am able to discuss aspects of the topic/SoW with colleagues

## Level 2

* I know and can do: quickly recall or answer without a prompt: know the key information and have the knowledge; know the rules and can demonstrate skills, processes or techniques.
* I can accurately complete past papers, exercises or similar without support
* I can correctly reference lessons to NC and PoS and assessment criteria
* I can draw a concept map showing all the key elements of a topic/SoW
* I can show stages in my working through a problem
* I have collated evidence that demonstrates my content knowledge
* I can consult a scheme of work and examination syllabi to find the extent and depth of coverage needed for classes
* I know the key vocabulary and specific language needed/relevant to the concept/topic /SoW
* I have completed a Subject Knowledge Enhancement or other similar subject knowledge development course

## Level 3

* I understand and can explain: focus on teaching: can explain how and why; can use analogies, models, create exemplars, or similar; can link prior knowledge and next development stages; can understand progression in topic
* I can show evidence of students’ completed work that meets my learning objective
* I have tutored an individual or small group or taught a whole class that has developed students’ understanding
* I have formative observations from my mentor, tutor or other teachers focused to standard 3
* I can explain key vocabulary and make appropriate links to whole school literacy and/or numeracy policies
* I can use appropriate contexts and differentiated resources to explain how to complete tasks linked to the topic
* I can use/demonstrate different methods or techniques to explain a concept
* I am able to Identify common misconceptions linked to the topic/SoW
* I can choose/select suitable examples to model the topic with increasing levels of difficulty
* I can distinguish steps in learning to aid progress within a lesson/topic
* I can structure a new topic using medium term planning
* I can share relevant resources with colleagues
* I can relate my subject to other curriculum subjects and understand its contribution to other subject areas

## Level 4

* I can help others to learn: focus on individual student learning and understanding: can interconnect and link topics; can use relevant contexts and apply learning to everyday life to engage and motivate students; can anticipate problems and difficulties through use of common misconceptions and other strategies; can understand conceptual structures; can deconstruct learning into manageable chunks; can promote meta-cognition
* I can make use of grading criteria and examiners’ reports from past papers to aid planning and teaching
* I can use students’ misconceptions that arise in my lessons as teaching points to aid learning and understanding
* I employ a range of pedagogical approaches to teaching a unit of work that is evidenced in my planning
* I can take a specific strand or topic and develop a concept map interconnecting ideas and other curriculum areas
* I make links to other curriculum subjects and cross- curricular topics in my teaching and can support other subject teachers in making links to my subject in their teaching.
* I can differentiate to meet individual needs that ensures understanding and individual progress
* I make use of appropriate education literature to inform my planning and implement relevant subject research into my teaching to aid learning
* I can deconstruct a topic into accessible steps and design a series of lessons/medium term plan for classes that appropriately supports, stretches and challenges individuals
* I can adapt my teaching methods in response to feedback from a range of different formative assessment strategies employed
* I plan and regularly use open and higher order questioning to probe students’ thinking and understanding of topics
* I have shared an area of subject knowledge/skills/pedagogy with the department in my placement
* Members of the department have adopted my unit of work/my resources/my ideas that I originally created