





TEACHING & LEARNING JOURNAL - EDITION 22

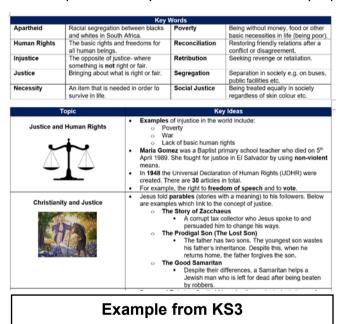
Improving Literacy in Religious Studies

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Knowledge Organisers

As part of the working party for Literacy this year, I have been able to co-ordinate and share ideas with fellow colleagues across the academy to develop the use of knowledge organisers within Religious Studies. Knowledge organisers are a summary of the key facts and information that students need about a specific unit of work. These can also be used as a clear reference point for key terms and vocabulary within the same unit of work.

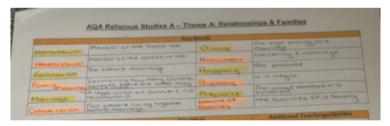
Religious Studies is a subject which is quite 'word-rich' in terms of specific subject vocabulary. There are specific terms that students just need to know in order to access the content that is being taught within the classroom. This is the case across both key stages. Therefore, from September 2020, knowledge organisers will be rolled out for both Key Stage 3 and Key Stage 4. They will act as a useful point of reference in the student's exercise books and can be used for quizzes on key words and for revision purposes.



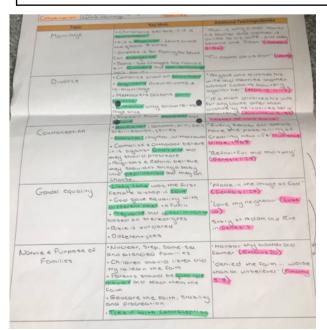
		Key V	Vords	
Covenant	An agreement or promise. God had covenants with Abraham and Moses.		Sanctity of Life	All life is sacred and holy.
Messiah	The 'anointed one', the saviour of the Jews.		Shekhinah	The divine presence of God.
Messianic Age	A future time of global peace when everyone will want to become closer to God.		Shema	A Jewish prayer which supports belief in the one God- 'The Lord is one'.
Mitzvot	Jewish rules/commandments. There are 613 in total.		Talmud	The Jewish spoken commentary.
Monotheistic	Belief in one God.		Tenakh	The Jewish holy scriptures.
Pikuach Nefesh	The duty to save a life, even if it means breaking Jewish law.		Torah	The first five books of Moses in the Old Testament.
Topic		Key Ideas		Additional Teachings/Quotes
Nature of God		- God is One. This is shown through the Shema prayer - God is the Creator		"The Lord is our God, the Lord is One." (Deuteronomy 6- The Shema)
		God is the Lawgiver and Judge God is omnipresent, omniscient, omnipotent		"When God began to create heaven and earth' (Genesis 1:1)
		- The Shekhinah is the presence of God on earth.		"A pillar of cloud by day and fire by night." (Exodus 13:21)
Life after Death		There is little teaching about life after death in the Jewish holy books. The Torah seems in favour of focussing more on life in the present e.g. obeying		"And the dust returns to the ground as it was, and the lifebreath returns to God who bestowed it." (Ecclesiastes 12:7)
1000	1		ng those in need.	"Many of those that sleep in the dust of the earth will awake, some to eternal life.

Example from KS4

Knowledge organisers can also be physically created by the students themselves i.e. for the use of revision purposes. With my GCSE students, I tasked them with creating their own knowledge organiser for a specific unit of work that was studied. The students needed to come up with at least ten key terms with their respective definitions and summarise the core knowledge required for five key topics.



Student-made GCSE example



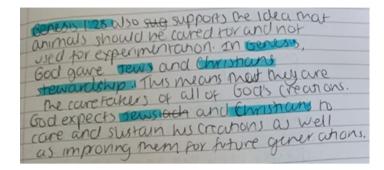




Specialist Religious Vocabulary

As part of an ongoing development within the subject, I have developed a more renewed emphasis on the student's use of specific religious vocabulary within their answers, especially at GCSE level. Within a GCSE 12-mark question, students will struggle to achieve higher than 6 out of 12 marks unless there are 'references to religion'. Examples could include direct quotations from sacred writings, references to denominations e.g. Catholics or religious terminology.

Whenever students complete a 12-mark question which is either teacher marked or peer-marked, they are given time to highlight where they have made religious references e.g. quotes, religious vocabulary or different viewpoints. This acts as a useful 'signpost' for their marker.



some (atholics may argue that abornon snowldnesser be allowed. For example conception. This means that he begins at the belief in Sanchty of life, they believe that all life is saired and unborn children have the right to live. Genesis 1:27 supports this idea and states you were made in his image of God'so thetefor abornon would be go playing against God and interfering with his plan. Environment

Peer-Assessment

Using a similar model from the English department, I have placed a renewed emphasis on the student's use of peer-assessment within RS. As already stated, students will struggle to achieve full marks in any extended writing answer within RS unless they make a clear reference to religion or religious vocabulary. Therefore, within the peer-assessment grids that students complete whilst undertaking this task, there is a column which addresses the need for a reference to specialist religious vocabulary. Much like the examples above, students are expected to highlight/underline reference to where this has been used. Examples/suggestions have been given to 'steer' the students in the correct direction for what they should be looking for.

