Unit 5

Developing peer and self assessment in religious education

Following the training in the generic unit *Peer and self assessment*, it is important to consider how the key messages of the training apply to religious education. As part of the whole-school focus on this, the following subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

Objectives

- To provide the strategies that promote and develop peer and self assessment.
- To help participants to identify opportunities to introduce or extend these strategies when planning lessons.

Key messages

- To develop skills in peer and self assessment, learning objectives and intended learning outcomes must be made explicit and transparent to pupils. This will help to ensure that pupils are able to identify when they have met some or all of the success criteria.
- Sharing learning objectives and outcomes must be a regular feature of lessons and become an integral part of reviewing learning rather than a 'bolt-on' activity.
- Pupils develop their skills in self assessment after initially developing their skills in peer assessment and therefore pupils need to be taught the skills of collaboration in peer assessment. This will help pupils to assess their own progress objectively and become increasingly independent learners.
- To develop peer and self assessment in the classroom, teachers will need to:
  - plan peer and self assessment opportunities in lessons
  - train pupils over time to assess their own work and the work of others
  - explain the learning objectives and intended learning outcomes behind each task
  - frequently and consistently encourage pupils' self-reflection on their learning
  - guide pupils to identify their next steps.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Peer and self assessment* training unit and it is intended for all those who teach religious education.

Reviewing existing practice in peer and self assessment

The table below provides a tool for a department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements below that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on the next page.

	Focusing	**Developing**	**Establishing**	**Enhancing**
Teachers	There is no whole-school approach that enhances and promotes the use of peer and self assessment to raise standards. The subject leader has identified where: • planning does not focus on learning objectives and does not identify expected outcomes so pupils lack the information they need to peer assess and self-assess their work • teacher feedback does not relate directly to learning objectives and outcomes so peer and self assessment discussions tend to lack focus and are unproductive.	The department is beginning to collaboratively plan for peer and self assessment. Learning objectives and outcomes are made explicit and transparent to enable peer and self assessment. Practice is variable across the department. Some teachers lack the confidence to provide peer assessment opportunities.	Departments collaboratively and centrally plan for peer and self assessment opportunities. Teachers provide success criteria which enable pupils to assess their work and to recognise the standards they are aiming for in the subject. Teachers routinely select from a range of peer and self assessment strategies and use them with increasing confidence. Time is provided for pupils to reflect independently or collaboratively on what they have learned and how they have learned. Teachers train pupils to work effectively in group discussions and model how to give constructive and informative feedback.	There is an effective, coherent and manageable whole-school system for promoting self assessment and peer assessment. Whole-school collaborative planning enables success criteria for cross-curricular initiatives to be identified and used for peer and self assessment. Teachers work with pupils to identify success criteria related to progress in the key concepts and skills for the subject. Teachers orchestrate and maintain pupil dialogue with timely intervention to accelerate understanding and develop independent learning. Teachers continue to explore with pupils how they learn most effectively and how they can apply this.
Pupils	The subject leader has identified that: • pupils lack the skills and dispositions for peer and self assessment and struggle to provide constructive feedback to each other • peer assessment discussions lack focus as pupils cannot judge the strengths and weaknesses of their work.	Pupils are beginning to assess their own work and that of their peers against the learning objectives and learning outcomes. They are gaining confidence in paired and group discussion and are beginning to provide constructive feedback.	Pupils can use success criteria to improve their own work and that of their peers and can recognise the standards they are aiming for in the subject. Pupils are increasingly confident in assessing their own work and provide informative and constructive feedback to others.	Pupils can independently identify how to move their learning forward. Pupils are able to relate success criteria to progression in the subject. Pupils are able to apply an understanding of how they learn to make better progress in different contexts. Pupils can engage in extended and focused dialogue about their learning.
	Start with Task 5A	Start with Task 5B	Start with Task 5B or 5C	Start with Task 5C

Making effective use of the subject development material

The tasks you have been referred to are intended to support the development or extension of peer and self assessment in religious education and provide guidance on how to embed this into regular practice in religious education lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

1 Read the task and the supporting exemplification.

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

2 Identify what the department did and the impact it had on pupils.

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

3 Agree and plan the actions that will develop your practice.

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

4 Identify when and how you will evaluate its impact on pupils.

The purpose of focusing on this is to improve pupils' achievement and attainment in religious education. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

5 Having evaluated these strategies, consider what steps are required to embed this practice.

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

The subject development tasks

Task 5A With a colleague, plan and observe one of each other's lessons which has an agreed focus on peer and self assessment and uses one of the strategies on **handout 5.4** in the generic unit (see **appendix 5A.1**). Jointly review your lessons and highlight the impact on pupils and your teaching. Plan how and when this will be fed back to the department.
Task 5B In your department, identify existing and potential peer and self assessment opportunities from the scheme of work for a year group or unit. Within the next half term, plan opportunities and experiment with a variety of types of peer and self assessment using some of the techniques outlined in **appendix 5.1** in the generic unit. Agree a review meeting that focuses on the gains made in pupils' learning. Select some that had most impact on pupils and incorporate these into the medium-term plans.
Task 5C Select a subject-specific task or activity that enables pupils to evaluate their own performance. Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it. Observe them assessing their work, and provide feedback on how well they did and how they might improve in the future. If peer and self assessment is well established, arrange to interview a small group of pupils to determine their response to those strategies (**handout 5.4** in the generic unit, see **appendix 5A.1**) and how they help them to learn more effectively.

The following pages provide exemplification of each task.

Task 5A

With a colleague, plan and observe one of each other's lessons which has an agreed focus on peer and self assessment and uses one of the strategies on handout 5.4 in the generic unit (see appendix 5A.1).

Jointly review your lessons and highlight the impact on pupils and your teaching.

Plan how and when this will be fed back to the department.

Context

The two teachers from the RE department had been part of the whole-school assessment for learning training focusing on Unit 5, *Peer and self assessment*. Following this they chose to select a peer assessment strategy from **handout 5.4**. They planned to ask pupils to use the shared learning outcomes to comment on the strengths of each others' work and to identify areas for improvement. The teachers chose two groups of similar ability and asked for support from a senior colleague in charge of professional development to enable them to observe each other in the classroom and provide feedback.

Process

The department devised a task allowing pupils to assess their own work and that of their peers. They focused on a task for Year 9 'Where did the universe come from?' within a unit focusing on religion and science.

The underpinning learning objective of the task was:

- 'We are learning to compare the arguments for the existence of the universe presented by religions, with those put forward by science.'

The teacher shared intended learning outcomes with pupils in the form of 'I can …' statements. Although the levels were not explicitly shared at this stage, the teacher had made sure that the statements related to the levels and the list was presented in a hierarchical way.

- 'I can identify at least two arguments given by religions and at least two arguments presented by science for the existence of the universe.'
- 'I can identify similarities and differences in the arguments given by at least two religions and those presented by science for the existence of the universe.'
- 'I can present the arguments given by at least two religions and those presented by science for the existence of the universe and express my own opinion.'
- 'I can explain how throughout history the arguments presented by religion and science for the existence of the universe have had an impact upon religious belief and practice.'
- 'I can analyse and account for the influence on humanity, throughout history, of religious and scientific arguments for the existence of the universe, using appropriate evidence and examples.'

Pupils were given opportunities to assess the work of others to help them to understand the criteria being used and recognise different outcomes. In recognising this in others' work they would be better equipped to analyse their own work and improve it, redrafting as necessary.

Pupil pairs reviewed a list of statements made by leading scientists and members of faith groups (see **appendix 5A.2**) and suggested headings by which to categorise the statements using a Venn diagram template (see **appendix 5A.3**). Pupils were also encouraged to think about and add subgroups where appropriate, identifying, for example, opinion, fact, belief.

Initial peer assessment of the Venn diagrams encouraged pupils to focus on the expected learning outcomes and also stimulated some deep and reflective thinking about positions expressed in the different statements – real RE!

Pupils were then asked to use the Venn diagram, statements and material from the websites and other sources, including their own ideas and opinions, to produce their own written account responding to the question: 'Which differences or similarities between the religious arguments and the scientific arguments for the existence of the universe do you consider to be most significant and why?'

Having helped each other to assess their Venn diagrams against the criteria, pupils went on to use the same criteria to assess their written responses. Each teacher selected three examples from their own class to be shared anonymously with the other class in the next session. Pupils were asked to consider which criteria each sample of work met. They were then prompted to suggest what could be done to improve the work to achieve a higher standard.

Evaluation

It was noticed that pupils were perceptive in recognising differences in standards. It highlighted the need for criteria to be in accessible language. Often the teachers needed to exemplify what the 'I can …' statements would look like.

A point for development for the teachers from trialling this approach was the need to model the expected outcomes earlier in the process, in order to ensure that the criteria were understood in more detail prior to using it in a peer or self assessment context.

Pupils remarked that this approach helped them be clear on what to aim for and that it helped them see the gaps in their work. From this activity pupils could see what success looked like and became increasingly able to verbalise the features of a good piece of work.

Task 5B

In your department, identify existing and potential peer and self assessment opportunities from the scheme of work for a year group or unit.

Within the next half term, plan opportunities and experiment with a variety of types of peer and self assessment using some of the techniques outlined in appendix 5.1 in the generic unit.

Agree a review meeting that focuses on the gains made in pupils' learning.

Select some that had most impact on pupils and incorporate these into the medium-term plans.

Context

Having trialled an initial strategy for peer assessment through the Year 9 unit *Where did the universe come from?* (see Task 5A), the RE teachers recognised that pupils were becoming more confident in assessing the work of others and wanted to focus more explicitly on pupils assessing their own work.

They decided to trial some of the strategies outlined in **appendix 5.1** of the *Peer and self assessment* training unit in a unit of work they would be teaching in the next half term. They identified a Year 8 unit of work entitled *Sikhs living in Britain today*, and selected a particular lesson during which pupils learn about the key beliefs of Sikhs and how these beliefs affect their lives in Britain today.

The lesson example provided in **appendix 5B.1** offers opportunities for pupils to examine and reflect on a contemporary issue of faith. Pupils encounter Sikh teachings at first hand, and develop their understanding of Sikh sacred texts. They evaluate the relationship between beliefs and practice of a practising Sikh in Britain today.

Process

The teachers recognised that in order for pupils to do this successfully they would need to set aside time in their lesson plans to ensure that pupils were clear on what they were being asked to do, and were given time to do it as part of the learning in the lesson. Previous lessons had developed in pupils:

- an awareness of the symbols important to Sikhs
- an understanding of the special regard Sikhs hold for the Guru Granth Sahib and how it is treated as a 'living guru'
- an ability to make connections between belief and practice and an ability to consider consequences of action.

Evaluation

The teachers could see how the pupils had become accustomed to assessing work. They noted that pupils' skills of self assessment were more developed orally and appeared weaker when pupils were asked to write it down. The teachers learned that pupils needed to be trained in the skill of writing their self assessment judgements and they could not assume that pupils would find this skill easy.

This also helped teachers to consider the 'need' for pupils to write down their self assessment. For some pupils this became an assessment of their writing abilities and not their ability to assess their own work constructively.

Task 5C

Select a subject-specific task or activity that enables pupils to evaluate their own performance.

Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it.

Observe them assessing their work, and provide feedback on how well they did and how they might improve in the future.

If peer and self assessment is well established, arrange to interview a small group of pupils to determine their response to those strategies (handout 5.4 in the generic unit, see appendix 5A.1) and how they help them to learn more effectively.

Context

The teachers chose to focus on the following strategy: 'pupils use an expected outcome to comment on the strengths of each others' work and to identify areas for improvement'.

Having developed the practice explored in Tasks 5A and 5B, the RE teachers focused on training pupils in the skills of assessing their own work and increasingly drawing on their pupils' emerging independence skills. Through a task entitled 'The age of commitment', pupils were asked to produce an extended piece of writing they would later be asked to self-assess against the shared criteria.

Process

The teacher provided an outline of the assessment task for each pupil. This outline sheet contained details of the learning objectives and learning outcomes along with a writing frame and resource list.

The teacher provided an example from the previous Year 7 and asked pupils to identify the ways in which this was a successful piece of work. The pupils' ideas were collated and the success criteria drawn from them. These were agreed with the class, displayed and presented in grid form to each pupil to be used as an aide-memoire for their next piece of work. Pupils were asked to respond to the question:

Many religions have an initiation ceremony during adolescence, which they believe to be an important point in their passage through life. What are the reasons for this and how does it affect the believer's life?

Use the knowledge and understanding that you have gained while studying the unit on religious initiation rituals to help you answer the question. Wherever possible express a personal opinion based on evidence.

We are learning to:

- respond to a question about initiation rituals using facts and evidence from a range of sources
- present evidence of different points of view
- present personal opinions based on evidence.

What I am looking for is:

- a response to the question from different religious perspectives which could be written, drawn or in media format
- evidence that you have used a range of sources
- a conclusion that includes a personal opinion.

In my answer to the question there is evidence that I can …	
• give at least two reasons for adolescent religious initiation rituals • give at least two effects adolescent religious initiation rituals have on a believer's life	
• explain at least two reasons given by at least two different religions to explain why adolescent rituals are important • use at least two sources to form my evidence • give an opinion which I use in the conclusion	
• explain why different religions believe that adolescent initiation ceremonies are important • describe the difference undergoing the ritual will make to the believer's life • use a variety of sources to select appropriate information and use it to answer the question • form an opinion based on at least one piece of evidence which I include in the conclusion	
• explain why different religions believe that adolescent initiation ceremonies are important and how there are differences of practice and/or opinion within the religions referred to • use a variety of sources to select appropriate information and use it to answer the question • present a conclusion that includes my own opinion and is based on relevant evidence	

The teacher modelled how to assess the task using the success criteria presented in grid form. Using an overhead projector the teacher displayed the exemplar assessment from the previous year and the success criteria grid to the whole class. While analysing the assessment against the success criteria, the teacher highlighted which criteria had been met. In addition, the teacher explained why certain criteria had not been met and acknowledged that these might form part of the next steps in the piece of work.

Following completion of the task pupils were provided with class time to self-assess their work. During the process the teacher circulated to observe individuals in this process and took the opportunity to ask probing questions requiring pupils to justify their conclusions. As well as giving personal feedback the teacher drew the class together to comment on the self assessment exercise and to reflect on the process as a valuable tool for learning.

Evaluation

In general, the teachers were encouraged by the way most pupils could use the grid to assess their own work. They recognised that this had been a result of having invested time over several months in:

- sharing criteria
- explaining and modelling the standards expected
- training pupils in the skills of peer assessment.

They recognised that pupils were developing a language in the subject to help them both assess their own work and identify specific aspects that signposted progress.

Handout 5.4 – Strategies for peer and self assessment

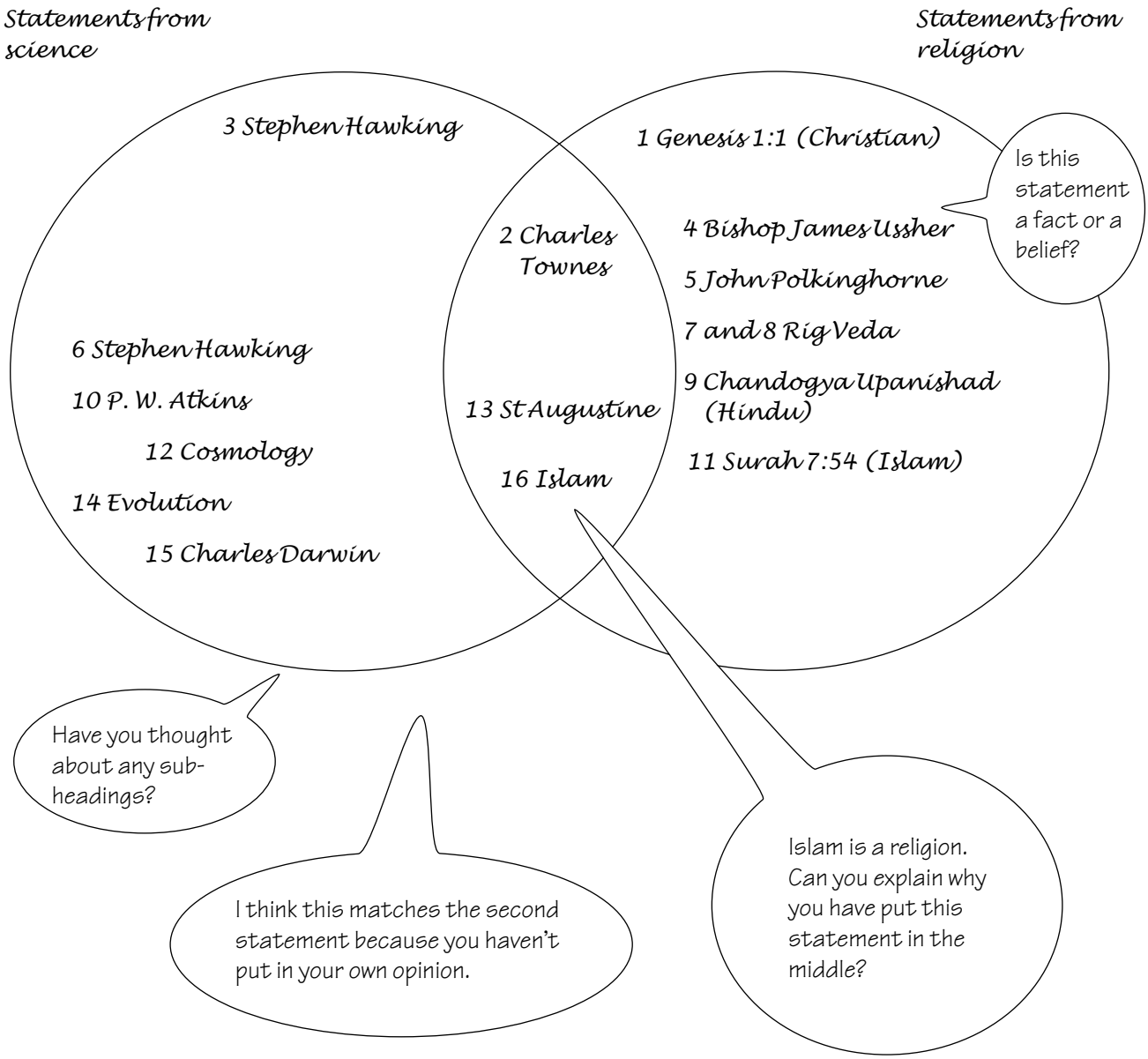
Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
1 Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.	• Pupils think about what they have not understood • Pupils publicly acknowledge that they can, and want to, learn from each other • Promotes the idea of collaborative working – 'many brains better than just one' • Can help establish 'working together' protocols	• Have whole-class discussion, making conjectures about comparison of data displayed in two pie charts. Pupils respond using whiteboards followed by episodes during which successive pupils add to or refute explanations. • Pupils research different alternative energy resources and make short presentations to the rest of the class about how each one works and its advantages and disadvantages. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate pupil on the presentation team.
2 Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.	• Pupils see what success looks like and explicitly identify the features that make for a good piece of work • Helps moderate shared understanding of standards • Sets benchmarks for target setting	• Pupils are given some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement. • Pupils are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why. • The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level.
3 Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.	• Pupils identify their own strengths and areas for development • Pupils are sometimes more receptive to constructive criticism from peers than from the teacher • Helps moderate shared understanding of standards	• The whole class evaluate and revise an anonymous written draft explanation interpreting the data given in a graph or chart. Pupils then work in pairs and fours to draft, evaluate and jointly revise similar explanations for other charts.
4 Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') • Helps pupils recognise a range of alternative appropriate responses • Promotes research and independent learning	• Pupils share their conclusions to an enquiry and discuss what might improve each other's work.

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
5 Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') • Helps pupils recognise a range of alternative appropriate responses	• At the end of a topic of work, the class generates its own end of topic 'test', with mark scheme using the expected outcomes for that topic and their own books and textbooks as a resource.
6 Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).	• Pupils gain confidence as they create their own questions and answers • Helps pupils recognise a range of alternative appropriate responses	• A 'checking progress activity' is provided at the end of an important section of work within a topic.
7 Ask pupils to analyse mark schemes and devise their own for a specified task.	• Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls • Helps pupils recognise a range of alternative appropriate responses	• The whole class evaluate short responses to the 'explain' part of a test question interpreting the data given in a graph or chart. Pupils make a judgement as to which responses would gain the mark in the test. • The teacher sets homework, then asks the class what the success criteria will be. Following completion, the work is peer-marked. • The teacher constructs an exemplar copy of each topic test with model answers and shows this to pupils when returning their test papers, allowing time for pupils to compare their answers to the model ones.
8 Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.	• Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions • Helps moderate shared understanding of standards	• Pupils discuss the validity of general statements, and whether they are sometimes, always or never true, e.g. *multiplication makes numbers bigger,* or *if a square and a rectangle have the same perimeter, the square has the greater area,* or $2n - 3 = 3 - 2n$. • Pupils are shown anonymous answers to particular test and exam questions and asked to improve or expand on the answer given.
9 Encourage pupils to develop assessment criteria for periodic assessment tasks.	• Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised	• As an extension to a starting point activity in a new topic, having found out what pupils already know, ask them to speculate about what they think they might need to learn about next.
10 Ask pupils for their level of confidence with a particular piece of work.	• Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills	• The teacher asks pupils to 'traffic light' concepts for a particular piece of work. Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'. Greens can then support ambers and reds. Many red marks mean more in-depth teaching is required.

1 Genesis 1:1 'In the beginning God created the heavens, and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.'	**2 Charles Townes, Nobel Laureate** 'In my view the question of origin seems always left unanswered if we explore from a scientific point of view alone. Thus, I believe there is a need for some religious or metaphysical explanation. I believe in the concept of God and in His existence.'
3 Stephen Hawking 'The actual point of creation lies outside the scope of presently known laws of physics.'	**4 Bishop James Ussher** In the 17th century, Bishop James Ussher calculated from the Bible that God began creating the world at 9am on 26 October 4004BCE.
5 John Polkinghorne 'There are ... certain givens about our universe ... which play an important part in determining its history ... If we accept this view, then a meta-question arises of why things are this way … a Cosmic Planner who has endowed his world with a potentiality implanted … within the laws of nature themselves … In short, the claim would be that the universe is indeed not "any old world" but the carefully calculated construct of its Creator.'	**6 Stephen Hawking** 'So long as the universe had a beginning, we could suppose that it had a creator. But if the universe is really completely self-contained, having no boundary or edge, it would have neither beginning nor end: it would simply be. What place, then, for a creator?'
7 Rig Veda In this Hindu scripture it says that the universe was created out of the parts of the body of a single cosmic man, Purusa, when his body was sacrificed. The four classes (varnas) of Indian society come from his body: the priest (Brahman) from his mouth, the warrior (Rajanya) from his arms, the peasant (Vaishya) from his thighs, and the servant (Shudra) from his legs.	**8 Hymn of Creation (in the Rig Veda)** 'Then was neither non-existence nor existence: there was no realm of air, no sky beyond it. Death was not then, nor was there anything immortal: no sign was there, the Day's and Night's divider. Darkness there was: at first concealed in darkness this All was indiscriminated chaos. All that existed then was void and formless: by the great power of Warmth was born that One.' (*continued*)

9 Chandogya Upanishad 'In the beginning was the Brahman, and through heaven, the earth, and the atmosphere and the three seasons of summer, rains, and harvest he produced the entire universe.'	**10 P.W. Atkins, Oxford chemist and atheist** 'The only way of explaining the creation is to show that the creator had absolutely no job at all to do and so might as well not have existed.'
11 Surah 7:54 'Your Guardian Lord is Allah, who created the heavens and the earth in six days, then He settled Himself on the Throne. He draws the night as a veil over the day, each quickly following the other. And the sun and the moon and the stars are all under His command.'	**12 Cosmology** Cosmology deals with the way in which the universe came into being and says that the most likely way in which the earth came into existence was as the result of a Big Bang, a huge explosion in the universe that created all the stars and planets, including the earth.
13 St Augustine As early as the fourth century, St Augustine was writing that God probably only created very simple life forms in the beginning and that these developed over time.	**14 Evolution** Evolution argues that the higher and more advanced forms of life, like human beings, have slowly developed, or evolved, from the original simpler life forms that originally appeared on the earth.
15 Charles Darwin, *On the origin of species* (1859) In this book Charles Darwin argued that life began with very simple cells and later developed into what we see today.	**16 Islam** Because of the Muslim interest in and respect for science, which helps people come to know and understand more about Allah, the theory of cosmology is not in conflict with Islamic beliefs about the divine creation.

‘Where did the universe come from?’: A comparison of the arguments for the existence of the universe presented by religions, with those put forward by science.



‘Callouts’ contain examples of the questions/feedback the pupils used to help each other think about and assess their work.

The lesson plan Year group: 8

Learning objectives	Learning outcomes
We are learning to: • think about how Sikh beliefs and practices affect the lives of Sikhs in Britain today • demonstrate an understanding of conflicts that can arise when religious beliefs and practices are challenged.	**What I am looking for is:** • a visual presentation that focuses on a particular conflict which arises when the beliefs and practices of Sikhs in Britain today are challenged by secular influences.

Starter **10 minutes**	Pupils are provided with visual images of life in Britain today including: • the ways in which humans artificially change their appearance, e.g. plastic surgery, body piercing, hair dying and shaving, tattooing and modesty of dress • family life, service to others and faith membership. In pairs pupils are asked to identify at least five instances when the image would conflict with Sikh beliefs and practices, and five which would agree. (Opportunities for extension within the timespan could include pairs identifying reasons for the conflicts and agreements.)
Development	Teacher takes feedback from pairs to explore their findings. Pairs join up to form groups of four to explore the beliefs and teachings of Sikhism that would explain the conflicts. Teacher gives each group a stated conflict from which they plan an appropriate freeze frame/tableau. Groups present their tableau to rest of class. Peers are asked to question the group about how the beliefs and practices of a Sikh are challenged by the given conflict. Groups answer in role. Pupils are invited to comment on the presentations and quality of responses for each group in relation to the lesson objectives and learning outcomes. The teacher asks for suggestions as to how groups could improve their presentations and responses. Pupils are given the opportunity to amend and modify their freeze frames as a result of the comments made.
Plenary **10 minutes**	The teacher uses the plenary to provide pupils with an opportunity for self assessment. Pupils are given a template/writing frame on which to record their thoughts and feelings about their learning in this session.

Pupil prompts used to focus self assessment

'What do I feel and think about what I have learned about Sikh beliefs and practices, and how they can cause conflicts for Sikhs living in Britain today?'

'What could I have done to improve what and how I have learned?'