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2019**

RELIGIOUS STUDIES



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CONFERENCE

WIDENING ACCESS AND PARTICIPATION IN HIGHER EDUCATION

Thursday 14 November | Central London

KEYNOTE SPEAKERS INCLUDE:

Stephen Gorard

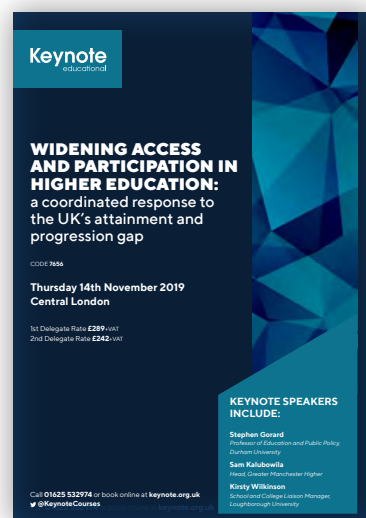
Professor of Education and Public Policy, Durham University

Sam Kalubowila

Head, Greater Manchester Higher

Kirsty Wilkinson

School and College Liaison Manager, Loughborough University



CODE 7656

CONFERENCE

NEW HEADS OF DEPARTMENTS

Challenges, Opportunities, Approaches to Excellence

Thursday 14 November | Central London

KEYNOTE SPEAKERS INCLUDE:

Jon Huddleston

Deputy Headteacher at Chancellor's School and educational expert

Dr Paul Johnson

Current Ofsted Inspector, experienced examiner, Deputy Headteacher and Head of Department



CODE 7476

CONFERENCE

ASPIRING TO EXCELLENCE

Leading a High Performing Department

Wednesday 20 November 2019 | Central London

KEYNOTE SPEAKERS INCLUDE:

Anne King

Assistant Headteacher & Head of Sixth Form, Moor Park School & Sixth Form, Preston

Emma Shakespeare

Assistant Headteacher in charge of School Improvement, McAuley Catholic High School, Doncaster

Simon Goodall

Learning consultant and former Assistant Headteacher at Denbigh School, Milton Keynes



CODE 7530

CONFERENCE SAFEGUARDING IN SCHOOLS

Working together to keep children and young people safe

Thursday 28 November | Central London

KEYNOTE SPEAKERS INCLUDE:

Judy Shaw

President, NAHT and Headteacher, Tuel Lane Infant School

Anna Cole

Parliamentary and Inclusion Specialist, ASCL

Jon Drake

Lead for Safeguarding, National Police Chiefs' Council



CODE 7657

CONFERENCE CURRICULUM PLANNING AND DELIVERY

Effective implementation and evaluation

Friday 29 November | Central London

KEYNOTE SPEAKERS INCLUDE:

Matt Bromley

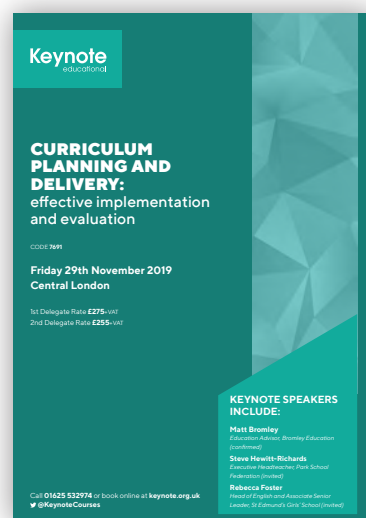
Education Advisor, Bromley Education (confirmed)

Steve Hewitt-Richards

Executive Headteacher, Park School Federation (invited)

Rebecca Foster

Head of English and Associate Senior Leader, St Edmund's Girls' School (invited)



CODE 7691

CONFERENCE MENTAL HEALTH AND WELLBEING IN EDUCATION

Thursday 5 December 2019 | Central London

KEYNOTE SPEAKERS INCLUDE:

Helen Ford

Integrated Care System Lead, Children's Mental Health and Maternity, NHS Gloucestershire Clinical Commissioning Group

Fiona Quan

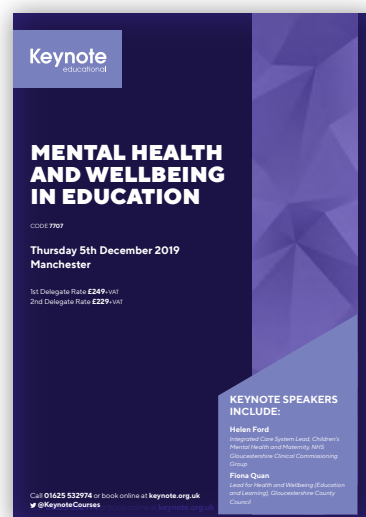
Lead for Health and Wellbeing (Education and Learning), Gloucestershire County Council

Tony France

Director, Headsight

Heather Fowler

Designated Safeguarding Lead/Pastoral Manager, Westgate Primary School



CODE 7707

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A LEVEL AIMING FOR A AND A* IN A LEVEL RS

CODE 7839

ABOUT THIS COURSE

This NEW course will demonstrate, for teachers of Religious Studies Philosophy and Ethics, how to prepare to guide your students for any of the English and Welsh Religious Studies A level specifications and achieve A and A* grades. Led by Jon Mayled, the course will demonstrate teaching and learning ideas for all popular options to enable students to develop their skills and reach the highest grades. The course will explore what is expected of students and outline ways to build your teaching practice around this.

PROGRAMME

The demands of AS/A level Religious Studies for A and A* students 10.00 – 11.00am

- The demands of AS/A level RS and identifying the most able
- How to bridge the gap after GCSE with top level students
- Feedback and grading analysis from the 2018 & 2019 papers – what is required for A/A*?
- Analysis of mark schemes – which sections/questions differentiated candidates?
- Grades A & A*: what are the differences between these?
- Key attributes of Grade A/A* students in the classroom
- What do AS/A level involve for the best students

Discussion: coffee break 11.00 – 11.15am

Philosophy – Dealing with challenging topics which can lose top grades 11.15 – 12.30pm

- Theodicies including Process Theodicy
- Religious Language
- Religious Experience
- Links to other units in the specification – ensuring high level Philosophical thinking throughout the course and beyond the classroom

Lunch and informal discussion 12.30 – 1.30pm

Ethics – Challenging topics which can lose top grades 1.30 – 2.15pm

- Using wider reading to prepare
- Meta-ethics
- Application of Ethical Theories
- Links to other units in the specification
- What the best students do to stand out

The other parts of the specifications and the A* student 2.15 – 2.45pm

- The demands of the other parts of the specifications
- Areas which can cause difficulties and how to avoid them
- Stopping your best students from slipping
- Avoiding GCSE level responses with able students

Example answer analysis 2.45 – 3.45pm

- AO1 and AO2 – separate and merged
- Format of question papers and getting the best out of this
- Levels of response: getting students in the top bands without teaching to the test
- Examiners’ reports – what the A and A* students can learn from these
- Practical exercise in marking scripts individually and collectively
- Distinguishing between grades and using this with the best
- Revision ideas to help students produce high grade essays
- Plenary

LOCATION/DATE

London

Wednesday 27 November 2019

Wednesday 12 February 2020

COURSE LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level.

WHO SHOULD ATTEND?

- All teachers of AS/A level Religious Studies

BENEFITS OF ATTENDING

- Focused on identifying the key demands of the A level RS specifications and providing materials to help teachers prepare students effectively
- Looking at the topics which pose the most challenges to students
- The course will look in detail at the different demands of questions across specifications
- Mark schemes will be analysed to identify and clarify the requirements of the levels
- Sample answers will be discussed and marked
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push all students to achieve their best possible results
- Feedback and grading analysis from the 2019 papers and what this says about the standards which top students are expected to meet
- Analysis of mark schemes – what are the examiners looking for?
- Grades A & A*: what are the differences between these?
- Key attributes of Grade A & A* students in the classroom
- Avoiding potential hazards: what can cost a top student their A grade?

TEACHING A LEVEL RS PHILOSOPHY AND ETHICS

CODE 7840

ABOUT THIS COURSE

This NEW course will demonstrate, for teachers of Religious Studies Philosophy and Ethics, how to prepare to guide your students for any of the English and Welsh Religious Studies A level specifications. Led by Jon Mayled, the course will demonstrate teaching and learning ideas for all popular options to enable students to develop their skills. The course will explore what is expected of students and outline ways to build your teaching practice around this.

PROGRAMME

Key Challenges of Philosophy and Ethics for AS/A level Religious Studies

- Feedback from 2019 – the key strengths and weaknesses of answers on Philosophy and Ethics
- The link to the religious content and why students can struggle with this
- Producing evaluative answers – how to avoid your students merely regurgitating theories and facts

Discussion: coffee break 11.00 – 11.15am

AS/A level Philosophy – Difficult topics 11.15 – 12.30pm

- Theodicies including Process Theodicy
- Religious Language
- Religious Experience
- Approaches to strengthening the links to the other papers in the examination – in particular linking topics with world faiths
- Different approaches to topics through film, music, other media

Lunch and informal discussion 12.30 – 1.30pm

AS/A level Ethics – Difficult topics 1.30 – 2.15pm

- Meta-ethics
- Application of Ethical Theories
- Ensuring detailed and accurate applications from Psychology and Sociology
- Promoting A and A* thinking on Ethics throughout the course

Question papers, levels of response, mark schemes 2.15 – 2.45pm

- AO1 and AO2 – separate and merged and what the examiners want from each
- Format of question papers and how students can use this to their advantage
- Levels of response: getting your students into the higher bands
- Indicative content mark schemes: what your students need to know

Working with model answers on Philosophy and Ethics 2.45 – 3.45pm

- Practical exercise in marking scripts individually and collectively
- Distinguishing grades – what examiners are looking for at C, A and A* in Philosophy and Ethics answers
- Avoiding under and over-written responses
- Student feedback and classroom approaches to boost performance over time
- Plenary

LOCATION/DATE

London
Monday 4 November 2019
Monday 20 January 2020

COURSE LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level.

WHO SHOULD ATTEND?

- All teachers of AS/A level Religious Studies

BENEFITS OF ATTENDING

- Focused on identifying the key demands of the A level RS specifications and providing materials to help teachers prepare students effectively
- Looking at the Philosophy and Ethics topics which pose the most challenges to students
- The course will look in detail at the different demands of questions across specifications
- Mark schemes will be analysed to identify and clarify the requirements of the levels.
- Sample answers will be discussed and marked
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push all students to achieve their best possible results

A LEVEL RS – FIRST TIME TEACHING

A LEVEL

CODE 7841

ABOUT THIS COURSE

This NEW course will demonstrate, for teachers approaching A level RS for the first time, how to prepare to guide your students for any of the English and Welsh Religious Studies A level specifications. Led by Jon Mayled, the course will demonstrate teaching and learning ideas for all popular options to enable students to develop their skills. The course will explore what is expected of students and outline ways to build your teaching practice around this.

PROGRAMME

	TIME
Bridging the gap from GCSE to A level	10.00 – 11.00am
<ul style="list-style-type: none"> ● What have GCSE students learnt? ● How to bridge the gap after GCSE – and why it exists! ● Where students succeed and struggle in A level RS ● Approaches, materials and activities to help students to prepare for their AS/A level course 	
Discussion: coffee break	11.00 – 11.15am
Successfully teaching AS/A level – making a great start	11.15 – 12.30pm
<ul style="list-style-type: none"> ● What do AS/A level involve? ● The latest specifications and the key challenging areas within them ● Choice of modules / papers <ul style="list-style-type: none"> ● Which papers to choose ● Criteria to use ● Types of questions and suitability for students ● Planning the first year – what to do and when 	
Lunch and informal discussion	12.30 – 1.30pm
Question papers, levels of response, mark schemes	1.30 – 2.30pm
<ul style="list-style-type: none"> ● Making sure that your students are prepared without teaching to the test ● Format of question papers ● Levels of response ● Indicative content mark schemes and using them properly in your teaching ● Examiners' Reports: how they can really help your planning and results 	
Discussion: afternoon tea	2.30 – 2.45pm
Marking exam scripts	2.45 – 3.45pm
<ul style="list-style-type: none"> ● Practical exercise in marking scripts individually and collectively ● Distinguishing grades ● Student feedback and getting success in extended writing questions ● Getting students to think and respond at a high level throughout the course: tips, tactics and methods ● Plenary 	

LOCATION/DATE

London
Friday 15 November 2019
Monday 13 January 2020

COURSE LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level.

WHO SHOULD ATTEND?

- All first time teachers of AS/A level Religious Studies

BENEFITS OF ATTENDING

- Focused on identifying the key demands of the A level RS specifications and providing materials to help teachers prepare students effectively
- The course will look in detail at the different demands of questions across specifications
- Mark schemes will be analysed to identify and clarify the requirements of the levels.
- Sample answers will be discussed and marked
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push all students to achieve their best possible results

GCSE INNOVATIVE AND BRILLIANT GCSE RELIGIOUS STUDIES TEACHING ON WORLD VIEWS

CODE 7838

ABOUT THIS COURSE

This NEW course will demonstrate, for all teachers of RS, how to guide your students through all the study of world views. Led by Jon Mayled, the course will demonstrate teaching and learning ideas for all the common world views to enable students to develop their skills. The course will explore what is expected of students and outline ways to build your teaching practice around this.

PROGRAMME

The demands of teaching Western Religions

10.00 – 10.45am

'Western religions'

- Judaism
- Christianity
- Islam

Discussion: coffee break

10.45 – 11.15am

The demands of teaching the 'Eastern Religions'

11.15 – 12.30pm

'Eastern religions'

- Hinduism
- Buddhism
- Sikhism

Lunch and informal discussion

12.30 – 1.30pm

The demands of teaching world views

1.30 – 2.30pm

- Humanism and other faiths such as Paganism
- Common mistakes and misconceptions
- Ensuring that students understand the concepts
- Approaches to help students achieve the top grades

Discussion: afternoon tea

2.30 – 3.00pm

Assessment

3.00 – 3.45pm

- Assessment: achievement and attainment
- How to prepare students for different world views
- Plenary

LOCATION/DATE

London

Friday 8 November 2019

Monday 10 February 2020

COURSE LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level.

WHO SHOULD ATTEND?

- All teachers of GCSE RS

BENEFITS OF ATTENDING

- How to help students reach an understanding of religious world views
- Consider approaches to religious world views including Humanism
- Common mistakes and their consequences
- Phenomenology and spirituality
- Religions and how they are lived
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push students to achieve their best possible results, and achieving Grades 7-9

GCSE ACHIEVING GRADES 7-9 IN AQA GCSE RS SPEC A

CODE 7843

ABOUT THIS COURSE

This NEW course will demonstrate, for teachers of AQA GCSE RS Spec A, how to prepare to guide your students through all the specification routes to achieve the top grades. Led by Jon Mayled, the course will demonstrate teaching and learning ideas for all popular options to enable students to develop their skills. The course will explore what is expected of students and outline ways to build your teaching practice around this.

PROGRAMME

The demands of the Specification for students at Grades 7-9 TIME

- The best options for high grades 10.00 – 10.45am
- The Assessment Model
- AO1 & AO2
- The questions

Discussion: coffee break 10.45 – 11.15am

Teaching approaches that enable students to achieve the top grades 11.15 – 12.30pm

- How to approach the areas of study in Component 2 to achieve the top grades
- Particular consideration of the challenges of Component 2 – Thematic Studies
- Approaches to sensitive topics: pushing the best with more challenging material
- Resourcing to really challenge the most able

Lunch and informal discussion 12.30 – 1.30pm

Issues that prevent able students reaching their potential 1.30 – 2.30pm

- Avoiding common mistakes and misconceptions – particularly in Christianity and Islam
- Ensuring that students understand the concepts for high grade responses
- Approaches to help students achieve the top grades
- Key words and concepts within the faiths and how the most able use these
- Classroom techniques that stretch and challenge religious understanding and analysis
- Use of the media to improve engagement and provide ‘stretch and challenge’ opportunities
- Careful study of levels of response and their employment for peer- and self-assessment

Discussion: afternoon tea 2.30 – 3.00pm

Assessment – what examiners are looking for at Grades 7-9 3.00 – 3.45pm

- Assessment: achievement and attainment
- 2019 Papers and Examiners’ Report: what were the key strengths of the most able
- Questions 1 to 5 and how to get full marks
- Analysis of top-grade answers
- What distinguishes the highest grade answers
- End of unit outcomes for assessing and learning
- Plenary

LOCATION/DATE

London
Friday 29 November 2019
Monday 9 March 2020

COURSE LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level.

WHO SHOULD ATTEND?

- All teachers of AQA GCSE RS Specification A
- Heads of Department

BENEFITS OF ATTENDING

- How to take help students reach the top grades
- Focused on identifying the key demands of the AQA GCSE RS specification A and providing materials to help teachers prepare students effectively
- The course will look in detail at the different demands of questions across the specification
- The principal considerations will be of Christianity, Catholic Christianity, Buddhism and Islam
- Mark schemes will be analysed to identify and clarify the requirements of the levels
- Sample top grade answers will be discussed and marked
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push students to achieve their best possible results, and achieving Grades 7-9

AQA GCSE RS CHRISTIANITY AND ISLAM – INNOVATIVE AND STIMULATING LEARNING IDEAS

CODE 7844

ABOUT THIS COURSE

This course will delve into the AQA GCSE Specification for Component 1, particularly with reference to the Beliefs and Practices of Christianity and Islam. Jonathan will discuss various ideas for how to bring Beliefs and Practices of these two faiths to life in the classroom, and methods to maximise student success in the various types of questions that can be asked on this paper. Most importantly, we will examine innovative and stimulating techniques to ensure effective teaching, learning, and exam performance with the 12 mark questions on these religions.

PROGRAMME

AQA GCSE Component 1 (Christianity and Islam): How the Paper is structured and marked

- Types of questions and responses (A01 and A02)
- How to teach Beliefs and Practices through a GCSE course with Component 2 (thematic studies with or without textual elements)
- Mark schemes and examiner reports – what we need to take away from them, and how to utilise these in the classroom through lesson activities, including some example lesson plans

Discussion: coffee break

Top Tips in teaching Christianity Beliefs and Practices

- Key content to be covered by students for these questions, with example writing frames to assist in your teaching of technique
- The importance of Biblical quotations, which ones are most ‘portable’ for students, and how to train students to use these quotations in an adaptive style (and also use them for the Themes paper as well!)
- Take away ‘quote banks’ and key term lists/definitions for you, your colleagues, and your students, including model answers of these being used innovatively

Top Tips in teaching ISLAM Beliefs and Practices

- Approaches for the key and most complex content in Islam at GCSE,
- Explore example writing frames and exemplar answers at key grades
- The importance of Quranic quotations and understanding of the Quran
- Take away ‘quote banks’ and key term lists/definitions for you, your colleagues, and your students, including model answers of these being used innovatively.
- The importance of key terminology, how to use these to show development and detail to access higher marks, and how to best encourage/motivate students to learn these both inside and outside the classroom

Lunch and informal discussion

Examination Technique for A01 questions

- How to maximise student outcomes in questions 1-4 (knowledge and understanding) for Christianity and Islam, including exemplar answers.
- Strategies for developing confidence with timings and finishing every question, including how to move students through questions rapidly.
- How to maximise student outcomes in questions 1-4 (knowledge and understanding) for Islam, including exemplar answers.
- How to teach technique effectively in lessons, and ensure detailed answers for questions 3 and 4, including effective inclusion of ‘a source of wisdom and authority’ for question 4.

Discussion: afternoon tea

Assessment

- Assessment: achievement and attainment
- How to prepare students for different world views
- Plenary

LOCATION/DATE

London

Saturday 7 December 2019

Monday 30 March 2020

COURSE LEADER

Jonathan Holmes is an experienced Religious Studies teacher and Head of Department. As a current RS teacher with strong GCSE valued-added results (most recently +2.4 grades against standardised testing and national averages), he aims to ensure teacher courses are rooted in classroom practice and realistic ‘take away’ methods and techniques.

WHO SHOULD ATTEND?

- Heads of Department, Subject Coordinators, Lead Teachers
- Teachers of Religious Studies, particularly those with responsibility for Christianity and Islam
- Teachers new to teaching Christian and/or Islamic Beliefs/Practices at GCSE/Key Stage 4

BENEFITS OF ATTENDING

- Take away proven techniques in bringing religious Beliefs and Practices from Christianity and Islam to life in the classroom.
- Explore innovative methods to excite students about the relevance of Christianity and Islam beyond the examination, useful links and resources for this, and to minimise any student boredom with this paper as opposed to Themes / Component 2.
- Gain insights into maximising student outcomes in Component 1, increasing your confidence in preparing students for these exams
- Find out what examiners are looking for in Beliefs and Practices responses across all question types
- Develop teaching and assessment techniques for the 12 mark A02 questions on Christianity and Islam, and how to structure these answers effectively

AQA GCSE RELIGIOUS STUDIES SPECIFICATION A: USING 2019 FEEDBACK TO PREPARE FOR 2020 EXAMS

CODE 7861

ABOUT THIS COURSE

The aim of this course is to provide all teachers of AQA GCSE RS clear and concise feedback on the 2019 exams to improve their understanding of the exam requirements and improve their teaching and learning to students ready for 2020. There will be the opportunity to look back at what students did well in the 2019 exams, how the questions were best answered and get insight into how best to improve and prepare current students for their future exams.

PROGRAMME

	TIME
Information on the 2019 exams – and what we can do with it	10.00 – 11.15am
<ul style="list-style-type: none"> ● What did the students do well? ● What were the main weaknesses? ● Statistics and grade boundaries ● What can be done to aid improvement? ● What do the best answers look like 	
Discussion: coffee break	11.15 – 11.30am
A01 skills and assessment: getting over the crucial knowledge	11.30 – 12.45pm
<ul style="list-style-type: none"> ● Skills essential to success ● Retaining student interest and lesson pace ● What do the questions really want students to do? ● How to interpret and teach command words ● Gaps in knowledge: techniques and approaches to fill these in 	
Lunch and informal discussion	12.45 – 1.45pm
Teaching A02 analysis and evaluation skills and assessment well	1.45 – 2.45pm
<ul style="list-style-type: none"> ● Skills essential to success – teaching tips for high level analysis and evaluation ● Length and depth of answers ● Level descriptors – what do they mean and what do students have to do? ● Applying and explaining relevant religious teachings 	
Discussion: afternoon tea	2.45 – 3.00pm
Next steps for 2020 success	3.00 – 3.45pm
<ul style="list-style-type: none"> ● Preparing for successful delivery of GCSE RS ● Methods for making sure all students progress ● Strategies to use to improve student success – for 4-5 and 7-9 students ● Key terminology / subject specific words ● Top tips for 12 mark essays ● SPaG – why it really matters in RS and improving students’ use of technical terms ● Command words ● Resources available 	

LOCATION/DATE

London
Monday 25 November 2019
Monday 10 February 2020

COURSE LEADER

Rachel Long has been teaching Religious Studies across all key stages for 20 years and a Head of Department for 14 years in a very successful school in Cheshire. She has many years’ experience in examination marking for two exam boards and is currently an assistant principal examiner and team leader for GCSE and A Level and is an experienced national presenter.

WHO SHOULD ATTEND?

- All teachers of GCSE Religious Studies
- Heads of Department
- NQTs new to teaching GCSE Religious Studies

BENEFITS OF ATTENDING

- Have a secure knowledge of student performance in the 2019 exams
- Be able to recognise areas of strength in students’ exam performance
- Recognise areas where students need to develop exam strategies to increase attainment
- Take away strategies to put into practice to improve student achievement at GCSE

GCSE NEW TO TEACHING GCSE RELIGIOUS STUDIES

CODE 7859

ABOUT THIS COURSE

Join experienced RS examiner, Head of Department and speaker Rachel, as she demonstrates how new teachers can quickly teach excellent GCSE RS. The aim of this course is to help and support teachers new to teaching GCSE RS to maximise the potential and success of students at GCSE. It will look at the specifications, consider how best to plan the course and provide strategies and activities to motivate and challenge students of all abilities.

PROGRAMME

Context and Planning: making a great start

TIME

10.00 – 11.15am

- Challenges for GCSE RS teaching:
- Optional or compulsory?
- Curriculum time
- Student engagement
- What can the subject do for the students?
- Specifications – what to teach and when
- Curriculum planning (short and long term)

Discussion: coffee break

11.15 – 11.30am

Teaching the Exam Question skills

11.30 – 12.45pm

- What do exam questions want the students to do? Accessing and interpreting A01 and A02 demands
- How to answer the questions
- Strategies to answer the questions successfully
- Question answering and essay planning activities
- Integrating exam skills without teaching to the test

Lunch and informal discussion

12.45 – 1.45pm

Stretch and Challenge in GCSE RS

1.45 – 2.45pm

- How to get the best out of your students
- Motivational and engaging strategies to get students hooked and interested to learn about RS
- Where and why the less able/engaged struggle and how to deal with this
- Activities to stretch the high-level learners

Discussion: afternoon tea

2.45 – 3.00pm

Resources and Next Steps

3.00 – 3.45pm

- Resources available (where to find support / guidance / relevant materials)
- Exam board support
- How to plan for successful delivery – where to be at key points in the two years
- What will I do now?

LOCATION/DATE

London

Monday 11 November 2019

Monday 30 March 2020

COURSE LEADER

Rachel Long has been teaching Religious Studies across all key stages for 20 years and a Head of Department for 14 years in a very successful school in Cheshire. She has many years' experience in examination marking for two exam boards and is currently an assistant principal examiner and team leader for GCSE and A Level and is an experienced national presenter.

WHO SHOULD ATTEND?

- All teachers (including non-specialists) of GCSE Religious Studies
- Heads of Department
- NQTs new to teaching GCSE Religious Studies

BENEFITS OF ATTENDING

- Develop a clear understanding of GCSE examination requirements
- Be able to plan a successful GCSE course for your school
- Gain strategies to stretch, challenge and motivate students of all abilities
- Take away ideas for lesson planning and resources to implement in your school the next day

ASPIRING TO EXCELLENCE: LEADING AN OUTSTANDING RELIGIOUS STUDIES DEPARTMENT

CODE 7860

ABOUT THIS COURSE

This course will focus on the leadership, vision and management of an RS department in light of the recent Ofsted inspection framework. It will also look at how you can plan and prepare a rich curriculum based on the needs of your students to develop their enthusiasm and attainment in RS at all key stages and encourage take-up at GCSE and A-level. This course will also help you understand current government policies in terms of RS and will support you in the application and interpretation of these in a local context.

PROGRAMME

Excellent leadership and vision in Religious Studies TIME

10.00 – 11.15am

- Qualities and skills of an outstanding Head of Religious Studies
- Self-evaluation and reflection of current status and direction
- What is Ofsted looking for in a successful RS department?
- Tackling issues faced by the RS department

Discussion: coffee break 11.15 – 11.30am

Creating a rich and exciting RS curriculum TIME

11.30 – 12.45pm

- Assessing your current breadth and depth of curriculum coverage
- Locally agreed syllabuses
- Planning and developing an ambitious curriculum
- Cultural capital – the key issues to consider about for a successful RS curriculum

Lunch and informal discussion 12.45 – 1.45pm

Leading the department TIME

1.45 – 2.45pm

- What should/does a Head of Department do?
- Managing and supporting staff, students and parents
- GCSE and A Level needs
- SEF and Ofsted
- Policies and the particular issues of RS as a subject
- Managing change in an RS department – the challenges and opportunities

Discussion: afternoon tea 2.45 – 3.00pm

Leading teaching and learning in Religious Studies TIME

3.00 – 3.45pm

- Strategies for establishing, promoting and maintaining high quality teaching and learning in RS lessons
- Creating an inspiring Key Stage 3
- Using data effectively for effective monitoring and feedback
- Strategies to enhance student performance at GCSE and A Level

LOCATION/DATE

London
Monday 2 December 2019
Monday 16 March 2020

COURSE LEADER

Rachel Long has been teaching Religious Studies across all key stages for 20 years and a Head of Department for 14 years in a very successful school in Cheshire. She has many years' experience in examination marking for two exam boards and is currently an assistant principal examiner and team leader for GCSE and A Level and is an experienced national presenter.

WHO SHOULD ATTEND?

- Current Heads of Religious Studies
- Aspiring/newly appointed Heads of Religious Studies
- Teachers with responsibility for Religious Studies
- Teachers looking for personal CPD / teacher progression in Religious Studies

BENEFITS OF ATTENDING

- Insight into how to plan an RS scheme of work for your school based on the locally agreed syllabus
- Gain insight into the latest understating of what is an outstanding Religious Studies department
- Learn how a Head of Department can model outstanding teaching and learning across the department and key stages
- Develop successful tracking and monitoring systems to show progression in teaching and learning

TEACHER WEBINAR

BROADENING STUDENT PERSPECTIVES ON ISLAM AND BUDDHISM

CODE **7846**

Online: Tuesday 26 November 2019 4pm (1hr)

FOCUS

This webinar will provide teachers with new and stimulating ideas for delivering Islam and Buddhism at KS3 and in all the English Religious Studies GCSE specifications including Eduqas. Its aim is to ensure that teachers are aided to provide relevant and accurate teaching of these religions and can avoid the many misconceptions which often appear in materials. In particular it aims to present them as 'lived' religion rather than simply a text book fact study.

PROGRAMME

4.00pm: **Introduction, welcome and sound check**

4.05pm: **Approaching the study of non-Christian religions**

- What KS3 and the GCSE specifications require
 - How are they assessed
 - Using Levels of response
-

4.20pm: **Key points in teaching Islam**

- Islam as a 'lived' religion worldwide
 - Key denominational differences
 - Common misconceptions and inaccuracies
 - Countering the frequent Islamophobia of some of the media
 - Stimulating approaches to teaching Islam
-

4.30pm: **Activity**

- Analysing student responses
-

4.35pm: **Key points in teaching Islam**

- Buddhism as a 'lived' religion worldwide
 - Key denominational differences
 - Common misconceptions and inaccuracies
 - Stimulating approaches to teaching Buddhism
-

4.50pm: **Activity**

- Considering key knowledge and understanding of these two religions

WEBINAR LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level. He is a consultant for Ofqual and is a tutor for Culham St Gabriels. He has extensive experience as a leader of CPD. Jon is also a writer of Religious Studies texts for various publishers KS2-KS5 with over a hundred titles as well as producing online and video materials

BENEFITS

- Gain a clear understanding of the demands of teaching Islam and Buddhism at KS3 and GCSE.
- Ensure that these religions are approached as worldwide 'lived' religions and not a purely Anglocentric one as is found in many textbooks.
- Develop teachers understanding of the religion and avoiding misconceptions and inaccuracies
- Aid in the development of new and stimulating approaches to this study

TEACHER WEBINAR

GCSE CHRISTIANITY – INNOVATIVE AND STIMULATING LEARNING IDEAS

CODE **7847**

Online: Wednesday 4 December 2019 4pm (1hr)

Online: Tuesday 11 February 2020 4pm (1hr)

FOCUS

This webinar will provide teachers with new and stimulating ideas for delivering the GCSE Christianity options in all the English Religious Studies specifications including Eduqas. Its aim is to ensure that teachers are aided to provide relevant and accurate teaching of Christianity and can avoid the many misconceptions which often appear in Christianity materials. In particular it aims to present Christianity as a 'lived' religion rather than simply a text book factual study.

PROGRAMME

4.00pm: **Introduction, welcome and sound check**

4.05pm: **The Religious Studies specifications for the study of Christianity**

- What the specifications require – and going beyond teaching to the test
 - Question papers
 - How are they assessed
 - Levels of response
-

4.20pm: **Key points in teaching Christianity**

- Christianity as a 'lived' religion worldwide
 - Key denominational differences and how to convey these well
 - Common misconceptions and inaccuracies
 - Stimulating approaches to teaching Christianity
-

4.30pm: **Activity**

- Analysing student responses
-

4.35pm: **Approaches to Christianity**

- Stimulating and challenging approaches to Christianity
 - Using the media in teaching Christianity
 - Strategies to achieve the best grades in Christianity papers
-

4.50pm: **Activity**

- Reviewing students' AO1/AO2 essays answers

WEBINAR LEADER

Jon Mayled has been involved in public examinations as a teacher and examiner since 1984. He has worked at all the major examination boards including WJEC, the International Baccalaureate and also CIE Pre-U. He has been a Chief Examiner for 24 years at ELC, GCSE and A level. He is a consultant for Ofqual and is a tutor for Culham St Gabriels. He has extensive experience as a leader of CPD. Jon is also a writer of Religious Studies texts for various publishers KS2-KS5 with over a hundred titles as well as producing online and video materials

BENEFITS

- Gain a clear understanding of the demands of the RS Christianity papers in the specifications
- Ensure that the study is approached as a worldwide 'lived' religion and not a purely Anglocentric one as is found in many textbooks
- Develop teachers understanding of the religion and avoiding misconceptions and inaccuracies
- Aid in the development of new and stimulating approaches to this study

TEACHER WEBINAR

A LEVEL RELIGIOUS STUDIES: CHRISTIANITY DIALOGUES AND DETERMINISM

CODE 7848

Online: Monday 2 December 2019 4pm (1hr)

FOCUS

Join highly respected The focus will be on the dialogue section of the Christianity paper. It will be aimed at enabling teachers to open up a range of possible links between the section on free will and Christian responsibility in the Christianity syllabus and the free will and determinism section in the ethics syllabus. A range of examples will be suggested for research.

PROGRAMME

4.00pm: **Welcome and Preparation for Dialogues questions**

Prerequisites for moral responsibility:

- Freedom to choose
- Capacity for choice

4.05pm: **Christian determinism and doctrine of predestination**

- Basis in beliefs about omnipotence and omniscience of God
- Augustine
- Luther
- Calvin

4.20pm: **Christian challenges to Christian determinism**

- Pelagius
- Boethius
- Swinburne

4.30pm: **Activity**

- Extent to which Christian determinism is compatible with moral responsibility

4.35pm: **Challenges to Christian determinism from secular hard determinism**

- Theory of universal causation, e.g. Darrow, Honderich
- Psychological behaviourism e.g. Pavlov, Watson and Skinner
- Bio behaviourism, e.g. Brunner, Dunedin research, Hot Sauce experiment

4.50pm: **Challenges to Christian and secular determinism**

- Compatibilism, e.g. Hume
- Libertarianism, e.g. Kant

4.55pm: **Challenges to Christian and secular determinism**

- What do you think about the concept of moral responsibility?
- Which of the views on free will and determinism best explains your view on moral responsibility?

WEBINAR LEADER

Sheila Butler is a highly experienced senior examiner for several exam boards and a noted speaker at national training events. She has written revision guides for A level and AS level Religious Studies and has taught A level RS for many years, with considerable success.

BENEFITS

- Gain a clear understanding of the demands of the RS Christianity papers in the specifications.
- Ensure that the study is approached as a worldwide 'lived' religion and not a purely Anglocentric one as is found in many textbooks.
- Develop teachers understanding of the religion and avoiding misconceptions and inaccuracies
- Aid in the development of new and stimulating approaches to this study

BIOGRAPHIES

Sheila Butler

Sheila is a highly experienced senior examiner for several exam boards and a noted speaker at national training events. She has written revision guides for A level and AS level Religious Studies and has taught A level RS for many years, with considerable success.

Jonathan Holmes

Jonathan is an experienced Religious Studies teacher and Head of Department. As a current RS teacher with strong GCSE valued-added results (most recently +2.4 grades against standardised testing and national averages), he aims to ensure teacher courses are rooted in classroom practice and realistic 'take away' methods and techniques. He has worked for several examination boards at GCSE and A Level, including as an Assistant Principal Examiner for Christianity at GCSE. He is experienced in delivering CPD, INSET, and teacher training for examination boards.

Rachel Long

Rachel has been teaching Religious Studies across all key stages for 20 years and a Head of Department for 14 years in a very successful school in Cheshire. She has many years' experience in examination marking for two exam boards and is currently an assistant principal examiner and team leader for GCSE and A Level and is an experienced national presenter.

Jon Mayled

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IN SCHOOL CPD

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For more information please contact the CPD Team on **01625 532974**.