Teacher	Class/grouping	Date	Time	Subject
Student A	Year 8		(1 hour)	Religious Education

Topic/unit/module
Islam – Islamic Identity/Religious Expression

Learning objective(s) / Learning question(s)
Should we limit religious expression?

Assessment Success Criteria (to share with students)

What the teacher is looking for:	Each student should:
What are the arguments around limiting religious expression?	Identify arguments for and against banning the wearing of the Niqab.
Do I think religious expression should be limited?	Explain their view, with reference to religious arguments, whether the Niqab should be banned in public.
Evaluate how religious identity might conflict with community identity	Show they understand both sides of the argument by highlighting the **strengths** and **weaknesses** of both sides to justify whether the Niqab should be banned in public places.

Differentiation strategies

More able	Those who find learning challenging	Others
Challenge questions to stretch understanding and facilitate progress. Extension activities to allow students to formulate their own questions.	Use of pictorial aids to support learning. Structured worksheets to scaffold learning and aid students in structuring written responses Success criteria for the lesson openly shared and discussed	'1-5 Agree/Disagree' response designed to encourage participation from all members of the class. Paired discussion is designed to give quieter members of the class, or those reluctant to speak in a whole class discussion, an opportunity to express their views.

Links with prior and future learning	Subject specific considerations
Students to be encouraged, where possible, to make links with prior learning, such as the idea of community in Islam and recall the importance/meaning of 'Ummah', also the concept of Human Rights.	Literacy – use of technical vocabulary to be encouraged, including, 'Religious Discrimination'. Use of quotes to inform written responses. Critical thinking and enquiry skills developed during the lesson through written tasks and discussion.

Resources

Power Point presentation**;** 'Success Criteria' checklist; 'Islamic dress' key terms information sheet; 'Was it right for France to ban the Niqab and Burqa in public places?' argument sheet; 'Religious expression' reflection sheet; Glue sticks and scissors

Narrative of lesson

Time	Learning activities	Teacher activity	Assessment opportunities
5 mins	Starter: Students respond to stimulus question on 1 – 5 scale, giving a reason for their response. 'People should be free to express their religious belief however they want. Do you agree?' *(Challenge question to push learning on: 'Can you think of a situation where religion and human rights come into conflict?')*	Introduce self and task. Establish expectations for task. Circulate during starter activity, checking answers. Hand out 'success criteria' checklist.	This activity is designed to allow the teacher to easily assess the students' opinions at the beginning of the class in relation to the key learning question.
10 mins	Selected students feedback in order to get a spread of opinion – students are encouraged to review their opinion.	Select students to feedback and manage discussion.	Literacy: Students are encouraged to develop written and oral responses on PEE model.
5 mins	Students understand 'success criteria' for the lesson	Introduce 'success criteria', checking understanding.	
5 mins	Student's to stick 'Islamic dress key words' sheet in to their books.	Introduce key words sheet, give instructions for sticking sheet in books. Give out sheets (and glue/scissors). Circulate and monitor. Manage class discussion that follows.	

10 mins	Student's to discuss, first in pairs then as a class, responses to the French law banning the Niqab and Burqa in public. Students encouraged to discuss their responses/thoughts and question each other's views.	Introduce the French law banning the public wearing of the Niqab and Burqa. Manage class discussion that follows.	Literacy: Students are encouraged to develop oral responses on PEE model. Students are encouraged to peer assess and respond to each other's ideas.
10 mins	Students to respond to worksheet 'Was it right for France to ban the Niqab and Burqa in public places?'	Introduce the worksheet. Explain relationship of arguments with 'success criteria'. Circulate in class to check progress with task and use of 'success criteria' checklist.	Teacher is given opportunity to assess students' written work and understanding.
10 mins	Student's to fill in religious expression reflection sheet.	Introduce reflection sheet. Relate this to the success criteria (Evaluate). Circulate and monitor, checking/discussing responses and answering questions, probing deeper thinking.	Teacher is given opportunity to assess students' written work and understanding.
5 mins	Plenary: Students to return to their responses to the original stimulus question. Have their ideas moved on? Have they learnt anything that can develop/change their answers?	Introduce plenary activity. Circulate, encouraging development of answers.	Teacher is given opportunity to assess students' written work and understanding.