



A Level Religious Studies

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Aims of the session

- To reflect on the opportunities for A Level teaching following the Covid Lockdown.
- To reflect on how to encourage students to opt for A Level Religious Studies.

What opportunities are there after lockdown?

Post-lockdown opportunities

1. Students have developed **independence**.
2. Resources for **distance/flipped learning** now exist.
3. Students have picked up AO1 knowledge and developed methods for learning and **resilience** to this.

Post-lockdown opportunities

Students have developed independence.

1. Are we building on this with homework we set? (pre-learning vs post-learning)
2. Could we shift our workload away from 'teaching it' in the lesson time to focusing on finding the best resources for them to learn it?
3. Can we do our stretch and challenge outside the lesson time too?
4. Can we 'trust' students more when they say what they want more support with?

Post-lockdown opportunities

Resources for distance/flipped learning now exist.

1. How can I use the worksheets and videos from lockdown for the new A Level students?
2. Can I use the skills I/my department have now got to keep developing resources that are more engaging than 'read this chapter'.
3. Have you asked the students which of the textbooks etc. you use they found the most useful? How can you make the most of this information?

Post-lockdown opportunities

Students have picked up AO1 knowledge and developed methods for learning and resilience to this.

1. Build confidence with low-stakes testing/reviewing of this.
2. Focus on exam skills, especially AO2 exam skills.
3. Can I flip the learning and use the lesson time to prepare them for essays on the topic?

Reflections on attracting students to A Level Religious Studies

Why do students select their subjects?

1. Interest in the subject and its reputation.
2. Seeing value for future careers or university subjects.
3. Who is teaching it/the way they view the department.

Why do students select their subjects?

1. Interest in the subject and its reputation.
 1. How much did they enjoy the GCSE?
 2. What do they think the A Level will be 'like'?
 3. How similar/different do they think the A Level and GCSE are?
2. Seeing value for future careers or university subjects.
 1. 'What can I do with this?'
 2. 'Is this a good subject if I'm thinking of doing....?'
3. Who is teaching it/the way they view the department.
 1. Who does the A Level (student-wise)?
 2. Do I want two years of _____ teaching me?

1. Interest in the subject and its reputation.
 1. When you do tasters, do you make it a challenge?
 2. Make links throughout the GCSE course and when they ask extra questions say 'when you do A Level...?'
 3. Do you and your teachers have a genuine love of the GCSE?
2. Seeing value for future careers or university subjects.
 1. What A Level subjects does the sixth form not offer that you could compliment the skills for? E.g. Law.
 2. When selling the subject do you ask what other subjects the student wants to do and explain how we compliment e.g. link science to ethics?
3. Who is teaching it/the way they view the department.
 1. If you set, who is teaching top set?
 2. How many of your staff teach the A Level?
 3. Are teachers genuinely excited about teaching the GCSE, especially the bits that overlap into the A Level?

Aims of the session

- To reflect on the opportunities for A Level teaching following the Covid Lockdown.
 - *How will you look to use the independence many of your students now have?*
- To reflect on how to encourage students to opt for A Level Religious Studies.
 - *Have you considered why this student might take it and addressed that?*