

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Curriculum Area	Religious and Moral Education
Specific Subject (if applicable)	RME / Literacy
Level	First
Stage(s)	P3

Experiences and Outcomes:

Through exploring stories from world religions, I can describe some of their key beliefs.

RME 1-04a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

LIT 1-26a

Learning Intentions:

1. To explore stories and describe key beliefs
2. To create a text and organise with relevant information and interesting vocabulary.

Evidence Gathered:

- Photographs of child using finger puppets to re-examine Moses' complaint to Pharaoh (Do)
- Dialogue of Moses V Pharaoh argument recorded and transcribed (Say)
- Letter of complaint from Moses to the Pharaoh (Write)
- Peer assessment grids completed for letter-writing activity. (Write)

Context:

The children had recently begun to learn about Passover before their previous teacher left. They had examined books and websites and had discussed video clips. Most had a good grasp of the key points of the Passover story and were able to retell it fairly well with only a few misconceptions.

The two lessons assessed here focused more closely on the plight of the Hebrew slaves and their attempts to escape oppression. This prepared the way for future lessons on modern Passover traditions, particularly the Seder meal and the associated symbolism that relates to the Hebrews' flight from Egypt.

Learner Evidence

Through exploring stories from world religions, I can describe some of their key beliefs.

RME 1-04a

LI: To explore stories and describe key beliefs

S.C. I can discuss the Passover story

I can retell the story of Passover

I can create a drama with the key characters and beliefs.

In groups of four, children made finger puppets and created short drama pieces to retell the section of the Passover story in which Moses confronts the Pharaoh about his unfair treatment of the Hebrew slaves. The content of each performance was assessed orally during class discussions. Children commented on accuracy, level of detail and clarity of arguments and discussed unfairness, abuse of rights and lack of respect for others in the light of Jewish beliefs. The learner being assessed for Moderation demonstrated (via his contribution to the discussion, his contribution to the drama dialogue and his body language when playing the part of the Pharaoh) that he had a good grasp of the key points of the story and a particularly good understanding of the Hebrews' vulnerability in the light of the Pharaoh's autonomy and lack of accountability. A transcript of the dialogue is provided instead of the recording as the children's voices are indistinct in places.



Choosing a character and making a finger puppet



Drama: asking the Pharaoh to set the Hebrew slaves free.

Transcript of drama dialogue created collaboratively by Child A's group following discussion of key ideas.

Moses sees a burning bush in the desert. God speaks to him through this bush.

God Go back to Egypt and help the Hebrew people get free.

Moses But how? I'm a bit scared. I need somebody to help me.

God Go and get your brother.

Moses OK. (to Aaron) Will you help me to go and talk to the Pharaoh?

Aaron Yes.

Moses OK - let's go.

Moses (to Pharaoh) Please let the Hebrews go or something bad will happen to you.

Pharaoh No!

Moses Why?

Pharaoh Because I want all my palaces spick and span.

Moses Well, if you don't, God will do something terrible to you.

Pharaoh I don't believe that!

Moses You've done lots of bad stuff and we don't like it. You've been whipping the Hebrews and being not very nice to them and when they do everything for you and work hard, you never say thank you or well done or anything nice like that.

Pharaoh Well, it's not my people and I'm the king so I can do what I like.

Child recognises lack of respect for others and the imbalance of power.

Moses Well, actually, if you don't stop this we will tell God and he will make you not the king anymore.

Pharaoh Oh, that's not true.

Aaron And you've been killing babies!

Pharaoh Well, it's not **my** baby so I don't care.

This statement caused gasps of outrage! Here the child shows that he understands just how the vulnerable the Hebrew slaves were.

Moses Really? Well, ten bad things are going to happen to you then.

Pharaoh What ten things?

Moses You'll just find out when the things happen.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

LIT 1-26a

L.I. To create a text and organise with relevant information and interesting vocabulary.

S.C.

- I can **choose** the main ideas from the story about Moses and the Hebrew slaves so that I can use them in my letter.
- I can lay my letter out correctly.
- I can discuss some of the special things that make a letter different from other pieces of writing.
- I can **organise** my ideas in a sensible sequence so that my complaint makes sense.
- I can **use** interesting words to help people understand what I am trying to say.

Describing Some of the Key Beliefs of Judaism

In pairs, children discussed their own perceptions of the key Jewish beliefs highlighted by the Passover story. This was followed by a whole-class discussion about these beliefs.

Pupil Voice (Child A)

Jewish people believe that God will always look after them.

Pupil Voice (Child A)

They think you shouldn't let bullies just get away with it and not say anything.

Pupil Voice (Child A)

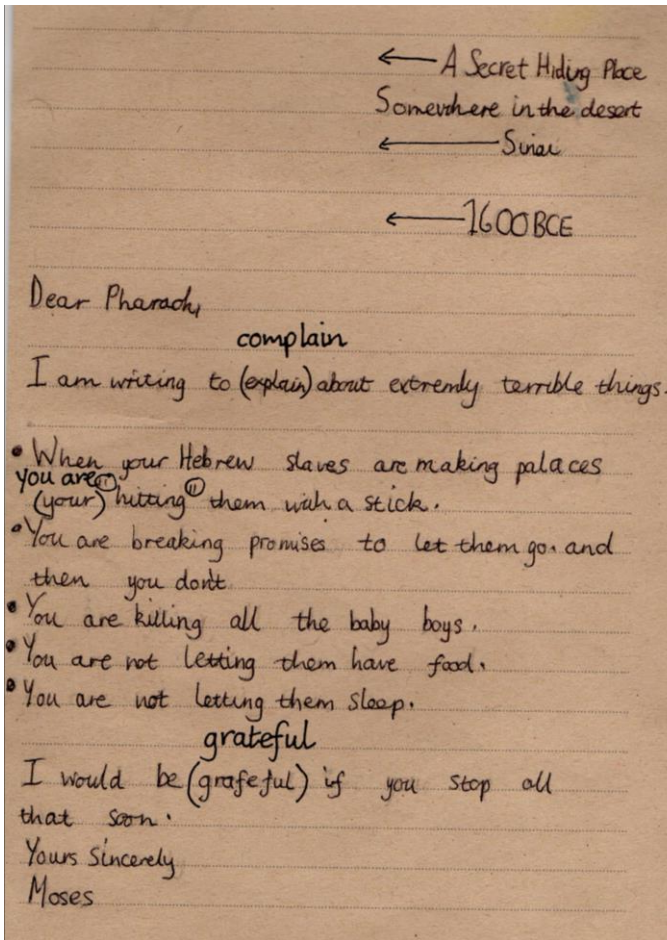
I think they believe that if bad things are happening to somebody you should help them and not be mean to them.

Children then independently selected some of the concerns highlighted by the drama performances to build a list of grievances to include in a letter of complaint to the Pharaoh.

They looked at examples of letters and identified key features related to the conventions of letter-writing such as layout and vocabulary. As a whole class, children constructed a model letter of complaint on the interactive whiteboard, applying the conventions of letter-writing as previously discussed.

Based on this, children negotiated Success Criteria for their own letters and went on to create these letters, periodically referring back to the Success Criteria. (The model letter was not displayed at this point to avoid copying.) When the letters had been completed, children used a simple assessment grid to peer-assess each other's letters and identify Next Steps.

Letter of Complaint: Corrected



Peer Assessment Grid

You put your address in the right place.	😊
You remembered to write the date.	😊
You opened your letter correctly.	😊
You chose your complaints carefully.	😊
Your complaints were well organised and made sense.	😊
You used some interesting words.	😊
Your letter had a sensible ending.	😊
You signed your letter properly.	😊

Next time, why not try to have more.....

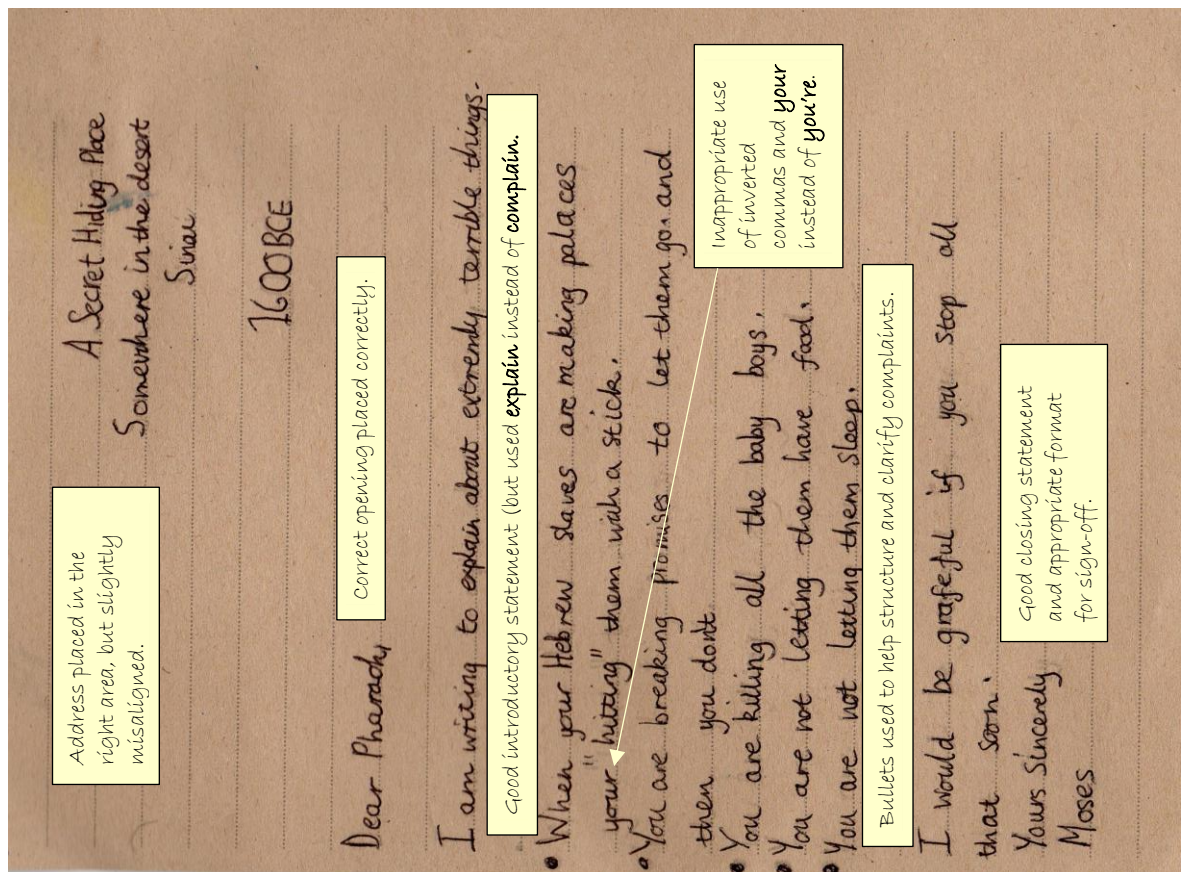
interesting words.....

PA by Both.....

Teacher's Comment

I agree with both! You have achieved most of the Success Criteria. Next time, try to add a few more HOW words to make your letter more exciting. It will need on having the address and correctly spelled!

Letter of Complaint: Uncorrected



Did the learner successfully attain the outcomes?

Through exploring stories from world religions, I can describe some of their key beliefs. (RME 1-04a)

The learner was able to recount the story of Passover in detail and demonstrated a secure understanding of some of the key beliefs associated with it. He successfully attained the outcome ***insofar as it relates to Judaism and Passover specifically***, but an overview of his past and future learning related to other world religions would also have to be taken into account before it could be said that he had completely attained the outcome for First Level.

If not, what else would be needed to attain the outcome?

The learner needs to explore more stories from religions other than Judaism and apply his existing learning so that he is able to identify any similarities or differences in the type of beliefs highlighted by these stories. It would also be interesting for him to apply these ideas while reflecting on his own belief system and his own life experiences so that he can appreciate the extent to which they are relevant to real life.

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(LIT 1-26a)

The learner was able to reproduce the specific features and of letter-writing well and used appropriate vocabulary and tone for a letter of complaint. He chose sensible issues to complain about and structured them clearly to convey his meaning well.

What else would be needed to attain the outcome?

The learner is well on the way to attaining the outcome, but needs to address a few areas. He should be encouraged to work on improving the layout for the address at the top of the letter and to consider the use of stronger, where appropriate, vocabulary to add impact to some of his key points. (Although not strictly related to this outcome, the child would also benefit from working on correct use of inverted commas/speech marks and when to use **you're** rather than **your**. **they're** rather than **their** or **there**, etc. so this will be incorporated into upcoming Knowledge About Language lessons.)

Further challenge could be introduced to future tasks by gradually removing the scaffolding that was put in place for this introductory lesson. The learner is ready to attempt similar tasks with a greater degree of independence (i.e. less time spent reviewing sample letters, less detailed modelling by teacher.) Improvements are likely to be evident if the learner has further opportunities to practise letter-writing across a range of contexts.