



Diocese of Norwich  
Education and  
Academies Trust

# RE Local Leaders

## 16 October 2023

1.30-4pm

Chris Allen

RE Adviser – Diocese of Norwich



# RE Local Leaders October 2023

Aims of the session:

- RE Local Leaders will receive an update on local, regional and national RE events and resources.
- RE Local Leaders will explore the new National Content for RE.
- RE Local Leaders will have the opportunity to Local Leaders and share ideas, resources and best practice in RE.
- RE Local Leaders will receive an input on the new SIAMS Framework Sept 2023 and RE
- RE Local Leaders will begin to explore an action research project for 2023-24



# RE Local Leaders October 2023



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Regional and National  
Update

# RE Local Leaders October 2023



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## Supporting Schools RE & SIAMS offer 2023-24



# RE Local Leaders October 2023



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**Name of training: Active RE**

**NEW FOR 2023-24**

**Presenter: Tim Henery (Diocese of Norwich Sports Factory)**

**Description:**

This afternoon session takes the Active RE Resource created by Diocese of Norwich Sports Factory and walks attendees through the three key resources of Active RE Lesson Plans, Active RE Games Booklet and Active RE Visual Aids. Schools attending will have electronic access to all three resources as part of the course fee. The resource offers physically active exploration of many Bible stories and key themes, starting with 6 lessons and active sessions on the Old Testament and then 6 lessons and active sessions on the New Testament. The course will be led by Tim Henery, who has created and developed the resource, which he and his team use with a number of schools across Norfolk to teach Christianity. The afternoon will provide an opportunity for you to see a lesson delivered to a class, followed up with a walk through the resources and a chance to ask questions. It is hosted in schools for you to see how the resource can engage and enliven RE teaching with children of all ages. It will also explore how you might use this resource as a way to grow stronger links with your local church.

Please wear sports kit or bring a change of kit with you for the session – as you will be active for some of it!

**Cost:** £95 (includes the complete resource of lessons, games and visual aids)

**Audience:** PE Subject Leaders, RE Subject Leaders, PE Coaches / Church Youth Workers (Community, Church of England and Academies)


Dates:	Venues:	Times:
23 January 2024	(West) Gayton CE Primary Academy, Kings Lynn	14.00 - 16:30
20 March 2024	(South) The Bishop's CE Primary Academy, Thetford	14.00 - 16:30
18 April 2024	(North) Horsford CE VA Primary School, Norwich	14.00 - 16:30



# RE Local Leaders October 2023



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## Supporting Schools

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### < SIAMS, Religious Education & Collective Worship

- Assessing RE Knowledge
- Additional Religious Education resources
- Age-Related Expectations
- Curriculum planning
- RE Updates
- Religious Education Networks
- Religious Education Quality Mark

## Religious education

RE helps children and young people to hold balanced and well-informed conversations about religion and belief.

**NORFOLK AGREED SYLLABUS 2019** [↗](#)

In order to fulfil this purpose, we advocate that RE needs to provide a balance between three disciplines. These are:

- > **Theology:** This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
- > **Philosophy:** This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.
- > **Human/Social Sciences:** This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

An animation explaining these three disciplines is available to view here:


The aims of Religious Education in **Church schools** are:

- > To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- > To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- > To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

*(The Church of England Education Office Statement of Entitlement 2016)*

Read the current version of the document [here](#).

### Who to contact...



Mr Christopher Allen  
RE Adviser

[www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/](http://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/)

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## < Religious education

### Assessing RE Knowledge

Additional Religious Education resources

Age-Related Expectations

Curriculum planning

RE Updates

Religious Education Networks

Religious Education Quality Mark

## Assessing RE Knowledge

Best practice suggests we need to assess all forms of knowledge in RE. The Diocese of Norwich Age Related Expectations support the assessment of the methodologies taught in RE lessons to learn substantive and disciplinary knowledge.

This Assessment Suite is to be used alongside the Diocese of Norwich Knowledge Organiser Plans to support staff in assessing Substantive and Disciplinary Knowledge. This will focus on a range of retrieval practice approaches that either retrieve knowledge and test retention of Substantive Knowledge OR apply knowledge and assess Disciplinary Knowledge.

Below defines the two forms of knowledge for assessment purposes:

### Substantive Knowledge is defined for assessment purposes as:

The key facts or concepts associated to the big enquiry question. These will be linked to the religion or non-religious worldview being studied.

### Disciplinary Knowledge is defined for assessment purposes as:

These are the use of substantive knowledge applied through a disciplinary lens of Theology, Philosophy or Human Social Sciences. Disciplinary knowledge may also cross more than one religion or non-religious worldview.

### How to use the Assessment Suite?

- > The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- > At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- > At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

### When to use the Assessment Suite?

The frequency and timing of assessing Substantive Knowledge and Disciplinary Knowledge will be dependent on the age and aptitude of the pupils in your class. This also may develop over the year they are with you as they gain in knowledge and

### When to use the Assessment Suite?

The frequency and timing of assessing Substantive Knowledge and Disciplinary Knowledge will be dependent on the age and aptitude of the pupils in your class. This also may develop over the year they are with you as they gain in knowledge and understanding through the RE Curriculum delivered. Each suggested approach to retrieval practice can be used on a weekly basis or it can be chunked to meet interleaving or split into smaller check points that happen every two weeks through the RE learning enquiry being taught. It also allows you to build in opportunities to retrieve previous learning from other questions covered in year and earlier.

#### Assessment Suite – Guidance for using the Assessment Suite

##### EYFS

Assess EYFS En1  
Assess EYFS En2  
Assess EYFS En3  
Assess EYFS En4

##### Year 1

Assess Yr1 En1  
Assess Yr1 En2  
Assess Yr1 En3  
Assess Yr1 En4  
Assess Yr1 En5

##### Year 2

Assess Yr2 En1  
Assess Yr2 En2  
Assess Yr2 En3  
Assess Yr2 En4  
Assess Yr2 En5

##### Year 3

Assess Yr3 En1  
Assess Yr3 En2  
Assess Yr3 En3  
Assess Yr3 En4  
Assess Yr3 En5

##### Year 4

Assess Yr4 En1  
Assess Yr4 En2  
Assess Yr4 En3  
Assess Yr4 En4  
Assess Yr4 En5

##### Year 5

Assess Yr5 En1  
Assess Yr5 En2  
Assess Yr5 En3  
Assess Yr5 En4  
Assess Yr5 En5

##### Year 6

Assess Yr6 En1  
Assess Yr6 En2  
Assess Yr6 En3  
Assess Yr6 En4  
Assess Yr6 En5

Assessment of Substantive and Disciplinary Knowledge:  
[www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/assessing-re-knowledge/](http://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/assessing-re-knowledge/)

# Re Update Summer 2023



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[www.re-hubs.uk](http://www.re-hubs.uk)

Now LIVE





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## Hubs



Find your hub location

## Calendar



Courses and events

## Local groups



Find local groups

## Places of interest



Find places of interest

## School speakers



Find school speakers

## ITT/ECT & NQT



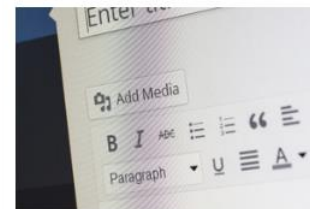
Access our support area

## News & blogs



Read latest news & blogs

## Get involved



Register to be featured

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## East Anglia



Your RE Hubs Lead for this area is Chris Allen. If you can't find what you are looking for, please email me at [eaanglia@re-hubs.uk](mailto:eaanglia@re-hubs.uk) - Find out more about [Chris](#)

Welcome to the East Anglia area.

If you are unsure whether or not you are part of this region, you can use this link to find out which area your LA is in [Local Authorities](#)

Do consider getting involved with RE in your region for local support, networking, CPD, leadership opportunities, career development, and personal well-being.

### School speakers



Find school speakers

[Find out more](#)

### Calendar



Find events that are taking place in your area or nationally

[Find out more](#)

### Places of Interest



Find places of interest in your area

[Find out more](#)

### Local Groups



Find local groups in your area

[Find out more](#)

### Resources Centres



Find resource centres in your area

[Find out more](#)

### ITT & ECT/NQT



Find support available to you

[Find out more](#)

### News



Read the latest news about your area or nationally

[Find out more](#)

### RE Blogs



Find the latest RE blog posts

[Find out more](#)

# RE Update Summer 2023



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RE Resources, CPD and Blogs...



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[www.natre.org.uk/courses-events/strictlyRE-2024/](http://www.natre.org.uk/courses-events/strictlyRE-2024/)

## EARLY BIRD OFFER:

Save £15 when you enter **SRE15** at the checkout. Offer ends 31 October 2023.

27/01/24

- KEYNOTE 1: RE Yesterday and Tomorrow: A Long View by Lat Blaylock
- PANEL 1: Religion and Worldviews Catch Up with Trevor Cooling, Jen Jenkins, Nikki McGee, Gillian Georgiou

28/01/24

- KEYNOTE 2: Religion - the most important subject on the curriculum? *By Daisy Scalchi*
- PANEL 2: Diverse Christian worldviews *Chair by Fiona Moss*  
*Speakers: Bola Alysia Ayonrinde & others*

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## #RECHATUK 2023:

- 2 October 2023 - Using art and architecture in RE
- 6 November 2023 - RE and the climate crisis
- 4 December 2023 - Encounters with lived religion





How can we use texts and scholarship in the RE classroom?

## Joe Kinnaird

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*Thoughts, ideas and reflections on teaching RE.*



<https://mrkinnairdre.wordpress.com/2021/12/14/how-can-we-use-texts-and-scholarship-in-the-re-classroom/>

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**RE:ONLINE**  
THE PLACE FOR EXCELLENCE

**September 2023**

## **The Worldviews of the so-called 'Nones' Listening, Understanding & Teaching in Rural Lincolnshire**

**Professor Andy Wright and Dr Elina Wright**

At the start of a new academic year, we are sharing some early-stage research being done by Professor Andy Wright and Dr Elina Wright. Alongside other current developments in the subject, their work builds on the Commission on RE (2018) and explores new ways of thinking about a religion and worldviews approach. They use their local context, rural Lincolnshire, to exemplify their approach.

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[www.reonline.org.uk/research/research-of-the-month/](http://www.reonline.org.uk/research/research-of-the-month/)

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[www.reconnectlincs.co.uk/empowering-voices](http://www.reconnectlincs.co.uk/empowering-voices)

- Working with a cohort of artists, schools, community development facilitators and individuals from a range of religious and non-religious worldviews, the two-year project sees Lincoln Diocesan Board of Education offering participants the opportunity to explore and share how their lived experiences relate to a wider national context.
- The project is working in five locations across England – Lincolnshire, Hertfordshire, Leicestershire, Bristol and Birmingham. A series of eight podcasts will be created and co-produced by each participating school and local community.
- Working with a local school and individuals from a range of religious and non-religious worldviews, the project sees students welcoming community representatives to their school before observing their practices, and participating in traditional celebrations and festivals.

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## Muslim Worldview

Southwark - November 2021 to March 2022  
White female converts to Islam



[View Publication Page](#)

## Christian Worldview

Gravel - November 2021 to March 2022  
Black Evangelical Christians



[View Publication Page](#)

## Sikhi Worldview

Leicester - April 2022 to September 2022  
Equality



[View Publication Page](#)

## Humanist Worldview

Widow - April 2022 to September 2022  
Discrimination



[View Publication Page](#)

## Hindu Worldview

Leicester - September 2022 to December 2022  
Dance



[View Publication Page](#)

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<https://soundcloud.com/shooting-fish/empowering-voices-podcast-islam-scunthorpe-1>

## Podcast

- An original audio play informed and co-written by students, the wider community and a writer.
- Recorded conversations between students, community members, educational professionals and worldview practitioners.
- An immersive soundscape that connects with the narratives and discussion.



Shooting Fish  
Empowering Voices Podcast - Islam - Scunthorpe

SOUNDCLOUD  
Share

31:48

Privacy policy

Download Education Pack





Questions...



## Sharing Best Practice and Ideas

To include sharing of a lesson or piece of pupil work / floor book etc.





## National Content Standard for RE

28 September 2023



Religious  
Education  
Council  
*of England and Wales*



- Without a national standard for RE, it can be challenging for syllabus providers including Standing Advisory Councils on RE, Academy Trusts and others to know if their RE provision is of high quality when compared to other subjects, schools, and regions.
- It can be difficult to set targets for improvement in provision such as when Ofsted describe an RE curriculum as lacking breadth, depth and/or ambition.



## **The National Content Standard**

- uses the format of a National Curriculum Programme of Study because, although Religious education is part of the 'basic curriculum', which is the collective term for RE, it does not have a set format.
- differs from a national curriculum programme of study because it provides a benchmark for the subject within the current legal framework, including the selection of content, but does not seek to recommend or specify a set of content.





- Recognises that models for the description of progress can only be produced once specific content has been selected and therefore a structure for progression has been developed and not a comprehensive set of descriptors.
- The RE Council has partnered with a range of contributors in the national RE sector in this project. This group encompasses organisations that, among other tasks, operate thousands of schools, provide DfE-endorsed school curriculum content, and directly support teachers nationally in raising standards in RE. This work gives us high confidence that the National Content Standard can both meet the needs of all state funded schools and be adopted by many providers in a range of contexts.



Does not replace the Norfolk Agreed Syllabus or the National Statement for Entitlement in RE (Church Schools) but compliments it by offering greater detail.

Can download it at:

<https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2023/09/National-Content-Standard-for-Religious-Education-1st-Edition-September-2023.pdf>

## Purpose of study

An education in religion and worldviews should:

- introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human
- stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious
- expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities and society
- develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study
- develop pupils' appreciation of the complexity of worldviews, and sensitivity to the problems of religious language and experience





- induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews
- enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding
- give pupils opportunities to explore the relationship between religious worldviews and literature, culture and the arts
- include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity
- provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning.



## Selecting Content

Legal  
framework

Intention

Inclusive

Contextual

Collectively  
enough

Coherent



## When we teach RE content, pupils must be taught:

### Content

- Nature/formation/expression: What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences
- Organised/individual: How people's individual worldviews relate to wider, organised or institutional worldviews
- Contexts: How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.
- Meaning and purpose: How worldviews may offer responses to fundamental questions raised by human experience
- Values, commitments and morality: How worldviews may provide guidance on how to live a good life
- Influence and power: How worldviews influence, and are influenced by, people and societies

### Engagement

- Ways of knowing: The field of study of worldviews is to be explored using diverse ways of knowing.
- Lived experience: The field of study of worldviews is to include a focus on the lived experience of people.
- Dialogue/interpretation: The field of study of worldviews is to be shown as a dynamic area of debate

### Position

- Personal worldviews reflexivity: Pupils will reflect on and potentially develop their personal worldviews and make scholarly judgements in the light of their study in the light of their study of religious and non-religious worldviews.
- Personal worldviews impact: Pupils will reflect on how their worldviews affect their learning

## Making Good Progress in RE:

### **Standards for EYFS**

4-5 year olds might use photographs to observe home lives of some people from a religious tradition, from at least two different contexts. They notice some things that are the same in the homes and some that are different. They notice that some things in their own homes are the same and some are different, and that not everyone is the same.



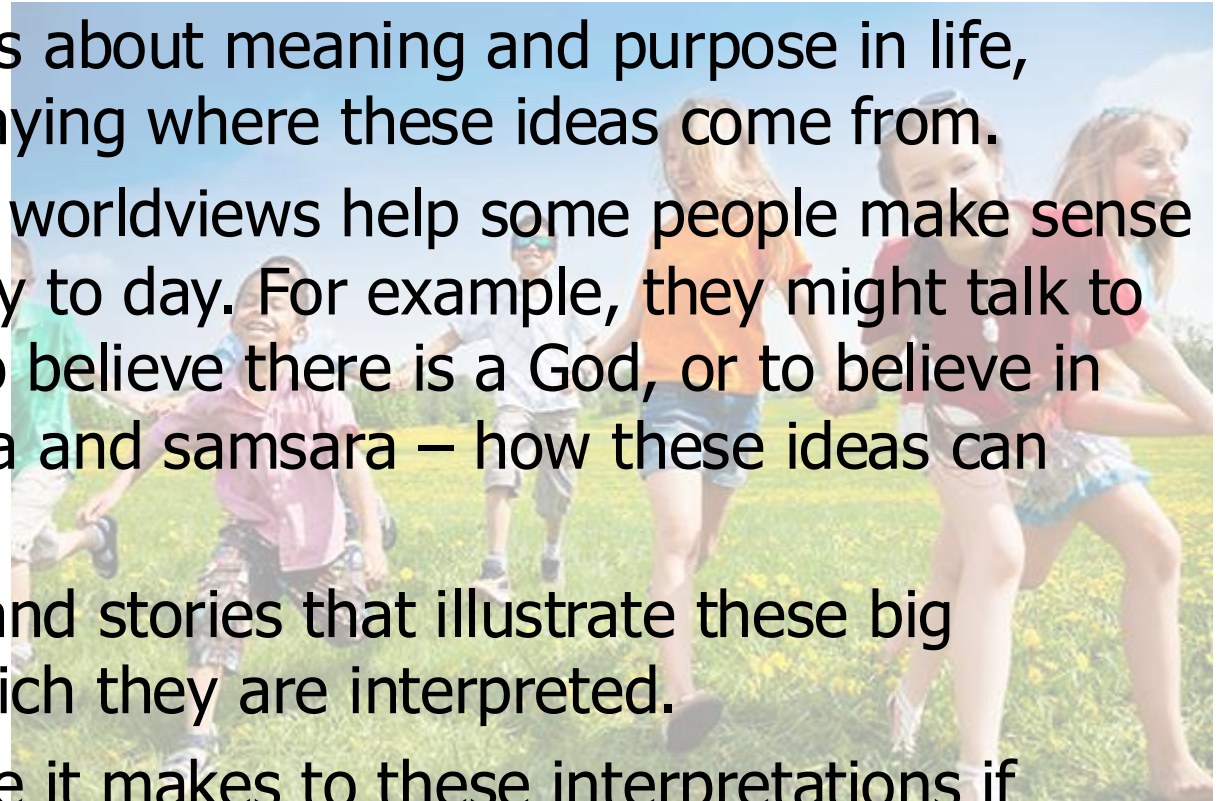
## Standards for Key stage

- 5-7 year olds might look at some religious artwork from a diverse range of contexts (such as pictures of Jesus from around the world) and connect them with some stories or texts that help to interpret the artwork (e.g. gospel accounts pictured).
- They notice how the different ways of expressing the stories in art are more or less familiar and think about why (e.g. according to their own contexts).
- They are introduced to a selection of voices to help them find out that such stories may be important in some people's lives as part of organised worldviews, and find out why (e.g. they may include important people, and ideas about how to live).
- They find out that all kinds of different people may see the stories as important, but not everyone, and that sometimes this is to do with belief in God.



## Standards for Lower Key stage 2

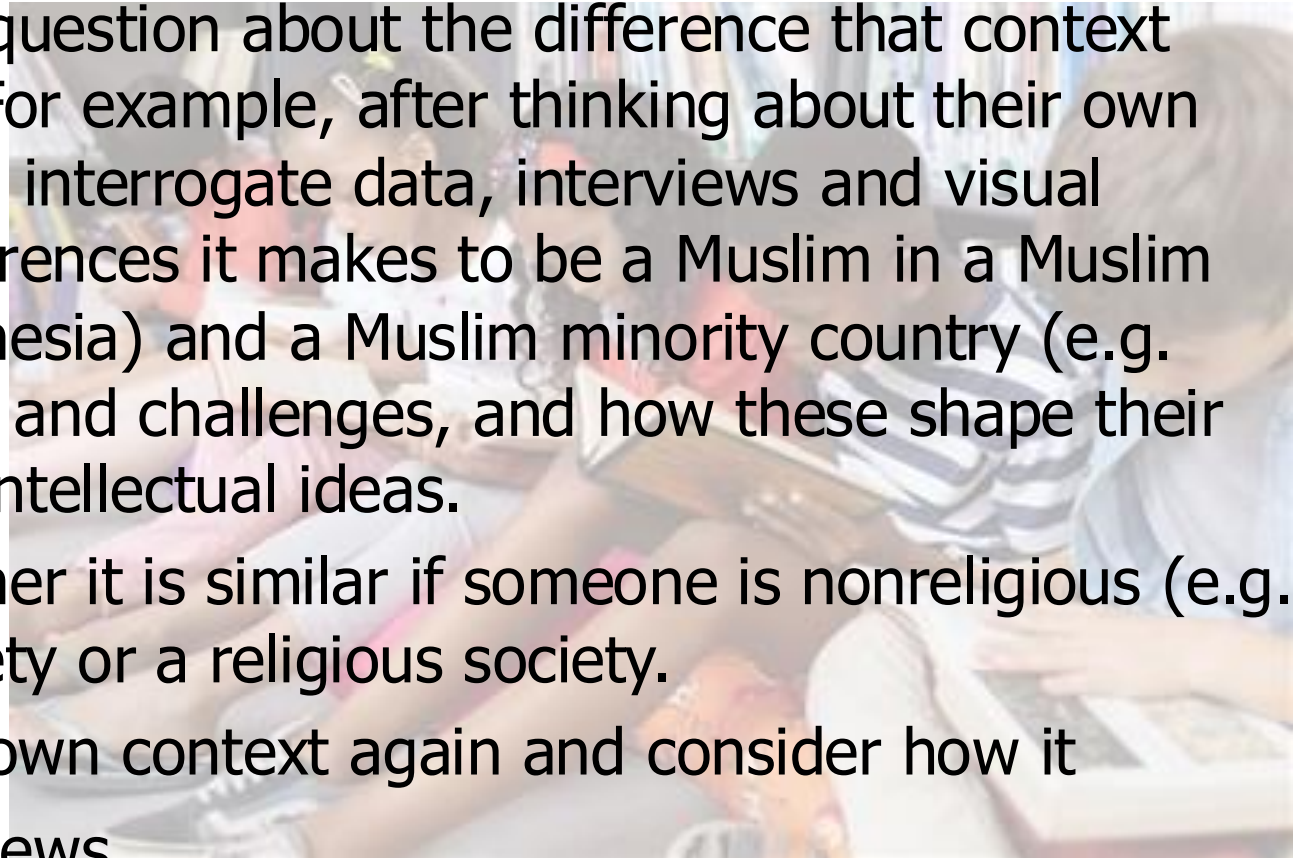
- 7-9 year olds might ask questions about meaning and purpose in life, expressing their own ideas and saying where these ideas come from.
- They might explore how religious worldviews help some people make sense of life and affect how they live day to day. For example, they might talk to adherents about what it means to believe there is a God, or to believe in salvation, or submission, or karma and samsara – how these ideas can transform a person's life.
- They might examine some texts and stories that illustrate these big concepts and find out ways in which they are interpreted.
- They may reflect on the difference it makes to these interpretations if someone is an adherent or not, including pupils' own perspectives.





## Standards for Upper Key stage 2

- 9-11 year olds might ask a question about the difference that context makes to one's worldview. For example, after thinking about their own context, they might use and interrogate data, interviews and visual images to examine the differences it makes to be a Muslim in a Muslim majority country (e.g. Indonesia) and a Muslim minority country (e.g. UK), including opportunities and challenges, and how these shape their lived experience – not just intellectual ideas.
- They might reflect on whether it is similar if someone is nonreligious (e.g. Humanist) in a secular society or a religious society.
- They might reflect on their own context again and consider how it influences their own worldviews.



# RE Local Leaders October 2023



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## Action Research Project 23-24

Developing Inspection Crib  
Sheets for RE Ofsted Deep  
Dive / IQ6 & 7 of SIAMS



Autumn – discuss and plan  
ideas

Spring – develop formats  
populate

Summer - test out in  
collaborative conversations



## 2023/24 Ambassador RE project

### Exemplification Plans and resources for Human Social Sciences Questions from the Agreed Syllabus





## Social Human Sciences Questions:

- **Yr1** How does a celebration bring a community together? (Muslim / Christian)
- **Yr2** How do Christians belong to their faith family? (Christian)  
How do Jewish people celebrate Passover (Pesach)? (Jewish)
- **Yr3** What difference does being a \_\_\_\_\_ make to daily life? (Muslim)
- **Yr4** How do/have religious groups contribute to society and culture? (Hindu/Christian)  
Why is there so much diversity of belief within \_\_\_\_\_? (Christian)
- **Yr5** How has belief in \_\_\_\_\_ impacted on music and art through history? (Christian/Muslim)
- **Yr6** How and why does religion bring peace and conflict? (Multi)  
How do beliefs shape identity for \_\_\_\_\_? Muslim (prepare for KS3)

Select a year  
group /  
question.

Breakout room  
with your  
planning team.

Discuss who will  
do what and  
prep for Jan 18  
meeting.

# RE Planning Cycle Template

Unit Focus/ Year Groups:

**How does a celebration bring a Christian Community together?  
(What are the special times in a Christians life?) Enquiry 2 Year 1**

## 5. Express

Explore cross-curricular links with Art or Design Technology by creating traditional celebration food/cards/artwork/music for a Christian celebration.

e.g. the baptism cards given at a Baptism service to the child.

Look at examples here:

[https://www.watermeadshop.co.uk/epages/es787439.sf/en\\_GB/?ObjectPath=/Shops/es787439/Categories/Cards/"Sacrament%20Cards"/Baptism Cards](https://www.watermeadshop.co.uk/epages/es787439.sf/en_GB/?ObjectPath=/Shops/es787439/Categories/Cards/)

Can the children write a prayer and some promises for their own baptism card?

## 1. Engage

Look at pictures of Christians celebrating together – can the children work out the occasions e.g. Christmas, Easter, Harvest, a Christening, a Wedding etc.  
What would the children like to find out from each set of pictures? Make a class question wall displaying each picture and the questions children raise or the things they notice.  
Have any of the children taken part in any of the events in the pictures? What do they remember? How did they feel?

Images to use:

Baptism <https://aleteia.org/2020/01/12/baptism-the-spiritual-meaning-of-the-word/>

Wedding <https://www.brides.com/christian-wedding-ceremony-traditions-4798681>

Christmas <https://www.newportbeachindy.com/christmas-eve-and-christmas-day-church-services-in-newport-beach-2/>

Easter <https://www.stmartinleeds.org.uk/easter-flowers-in-church/>

Harvest <https://www.bbc.co.uk/bitesize/guides/zmpqf4j/revision/8>



## 2. Enquire

Explore in this session the concepts behind each Christian celebration and how the community may come together for different reasons. The concepts of Incarnation (Christmas), Salvation (Easter), Thankfulness for creation (Harvest) are the key themes to explore.

Request resources to support this are:

What do Christians do to celebrate Jesus birth?

<https://request.org.uk/resource/restart/2014/12/04/what-do-christians-do-at-christmas/>

Easter pairs game and why Easter is important to Christians?

<https://request.org.uk/resource/restart/2016/02/03/the-easter-story-pairs-game/>

Harvest Festivals

<https://request.org.uk/resource/festivals/other-festivals/harvest/>

For each Christian celebration use the response prompts to help the children make sense of what is happening.

## 4. Evaluate

Visit the local Church to find out how the local Christian community comes together at Christmas. Interview a church leader about importance of celebrations.

Children to help design a simple celebration in church – what would they want to celebrate? What would they include in the ceremony? What would happen and why? (This could be a mock Christening and would then prepare them for the Express stage of this learning enquiry.)

## 3. Explore

Look at the different artefacts and symbols connected to each of the Christian celebrations.

Baptism – the baptism candle, the holy water, the role of god parents. Use this website for support: <https://baptismforteachers.weebly.com/the-symbols.html>

Wedding – the rings, the vows, the wedding dress. Use this website to support: <https://www.learnreligions.com/christian-wedding-traditions-701948>

Christingle – the symbols of each element use this video:

<https://request.org.uk/resource/restart/2017/11/17/christingle/>

Easter Gardens - <https://request.org.uk/resource/restart/2017/02/23/make-an-easter-garden/>

Can the children choose a celebration and design their own symbol and say what it represents?



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# RE Local Leaders October 2023

Questions...



# RE Local Leaders October 2023

29 January 2024 Norwich  
Synagogue



[www.norwichsynagogue.org.uk](http://www.norwichsynagogue.org.uk)





## RE Local Leaders Dates 2023-24

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### RE Local Leaders Forum

29 January 2024, 2pm-4.30pm

Diocesan House/Place of Worship TBC. Cost: Free

[DofN.org/LLF\\_Jan](https://DofN.org/LLF_Jan)

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### RE Local Leaders Forum

24 June 2024, 1.30pm-4pm

Diocesan House. Cost: Free

[DofN.org/LLF\\_Jun](https://DofN.org/LLF_Jun)

# RE Local Leaders October 2023

**THANK  
YOU!**



[chris.allen@dioceseofnorwich.org](mailto:chris.allen@dioceseofnorwich.org)

X: ChrislindyJ

# RE Local Leaders October 2023

If you do not wish to stay for  
the RE and SIAMS Update,  
please feel free to leave now!



# RE Local Leaders October 2023



RE in the new SIAM Framework  
September 2023

# RE Local Leaders October 2023

## Old Schedule (up to 31.08.23)

- Strand 6 for ALL schools
- Strand 7 for VA / Former VA only
- National Statement for Entitlement (2019) benchmark

## New Framework (from 01.09.23)

- Inspection Question 6 ALL schools
- Inspection Question 7 VA / Former VA
- National Statement for Entitlement (2019) benchmark

# RE Local Leaders October 2023

## Inspection Question 6:

- Quality of your RE curriculum – why you chose to do what you do and when?
- Resourcing
- Training of staff, subject knowledge and RE subject leadership

## TOP TIPS

- Links to NAS 2019 and academic, multi-disciplinary RE
- Links to Diocese / DNEAT and training accessed
- Monitoring of RE by Subject Lead, SLT, DNEAT, Governors
- Global Christianity



## Inspection Question 7:

- Quality of the teaching of RE
- Progress of pupils
- Assessment

## TOP TIPS

- Triangulation of quality of teaching, lesson visits, pupil interviews, books, staff surveys (IMPAC).
- Benchmarking, moderation, exemplification.
- Assessment – AREs, Assessment Suite, Floorbooks

# RE Local Leaders October 2023

Don't forget spiritual development!

- Key golden thread of the new framework.
- What does it look like in your subject?
- How do you plan for it and develop it?

## TOP TIPS:

- Awe and wonderment
- Curiosity and questioning
- Reflection, evaluation, analysis
- Pupils can reflect religiously, philosophically or spiritually.

# RE Local Leaders October 2023

## Is your RE Inspection ready?

Cost: Half day £100.00, full day £200.00

In school

## RE Subject Leadership Toolkit /

### Curriculum Development and Review

Cost: Half day £100.00, full day £200.00

In school

## Are you SIAMS Ready Collaborative meeting in school

In school. Cost: £200.00



## Spirituality, Prayer & Reflection – enabling all to flourish in schools

14 November 2023, 1.30pm-4pm

Diocesan House. Cost: £80.00

[DofN.org/SPR\\_Nov](https://DofN.org/SPR_Nov)

## Spirituality, Prayer & Reflection – enabling all to flourish in schools

13 June 2024, 1.30pm-4pm

Diocesan House. Cost: £80.00

[DofN.org/SPR\\_Nov](https://DofN.org/SPR_Nov)

# RE Local Leaders October 2023

Questions...





## RE Local Leaders Dates 2023-24

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### RE Local Leaders Forum

29 January 2024, 2pm-4.30pm

Diocesan House/Place of Worship TBC. Cost: Free

[DofN.org/LLF\\_Jan](https://DofN.org/LLF_Jan)

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### RE Local Leaders Forum

24 June 2024, 1.30pm-4pm

Diocesan House. Cost: Free

[DofN.org/LLF\\_Jun](https://DofN.org/LLF_Jun)

# RE Local Leaders October 2023



Diocese of Norwich  
Education and  
Academies Trust

**THANK  
YOU!**



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 THE CHURCH  
OF ENGLAND  
Diocese of Norwich

Transformed by Christ

Prayerful Pastoral Prophetic