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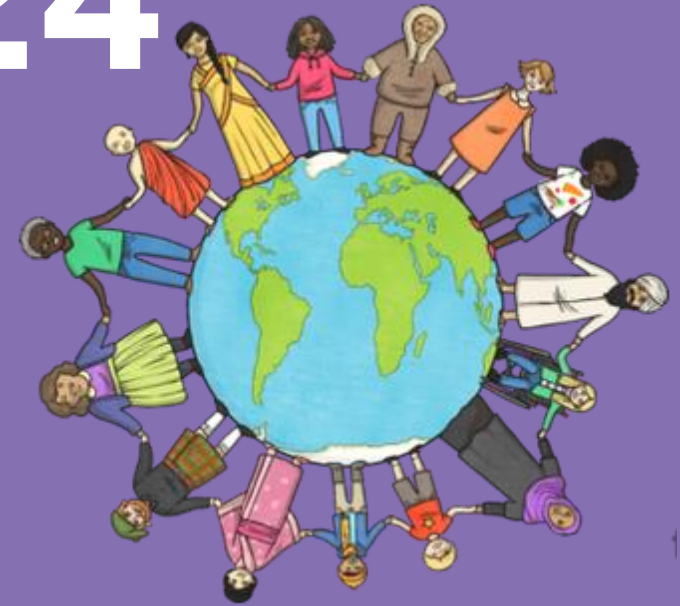
# RE Local Leaders

## 29 January 2024

1.30-4pm

Chris Allen

RE Adviser – Diocese of Norwich



# RE Local Leaders January 2024

Aims of the session:

- Welcome and tour of Norwich Synagogue.
- RE Local Leaders will receive an update on local, regional and national RE events and resources.
- 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 update on initial experiences and outcomes from the new SIAMS Framework Sept 2023 and RE
- RE Local Leaders update and input on our action research project for 2023-24



# RE Local Leaders January 2024



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Regional and National  
Update



## Annual Ofsted Report of His Majesty's Chief Inspector 2022-23

[www.gov.uk/government/publications/ofsted-annual-report-202223-education-childrens-services-and-skills](https://www.gov.uk/government/publications/ofsted-annual-report-202223-education-childrens-services-and-skills)

Religious Education features on Page 41





Religious education RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is under-valued.

RE is a complex subject, and the lack of clarity and support from government makes schools' job harder. Some schools steer through these challenges well, but most do not.

We found that:

- many schools do not meet the statutory requirement to teach RE at all stages
- pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)
- too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter
- non-examined RE is typically not high quality. All pupils should develop a broad and secure knowledge of the complexity of religious and non-religious traditions.



It will take coordinated effort by stakeholders to improve the quality of RE in schools:

- schools need high-quality professional development to teach RE well
- curriculum publishers need to identify clearly what pupils will learn and when, building on knowledge over time, so that pupils develop a deep knowledge of the chosen religious and non-religious traditions
- the government should provide clear expectations about RE provision in schools. Schools should follow these. Current non-statutory guidance for RE should be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach.



## Startling Data:

- Around 5% of Deep Dives are in RE.
- Inspectors are limited in knowledge and understanding of how RE should be taught in schools.
- RE is often discussed as part of the Personal Development judgement or as a way to explore diversity, British Values or SMSC. BUT it is NEVER reported on in these section in published reports.

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RE Resources, CPD and Blogs...





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**Search our free teaching resources**

RELIGION/WORLDVIEW Please select ▼	THEMES Please select ▼	KEY STAGES Please select ▼	TYPE OF RESOURCE Please select ▼	<input type="submit" value="Submit"/>
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<b>Telling my story</b>  New series recognising that our own worldview journey is personal and will be shaped by our own individual background, family, and cultural influences <a href="#">Read more &gt;</a>	<b>A level digest</b>  A collection of interesting, useful and relevant books, articles and videos <a href="#">Read more &gt;</a>	<b>Why study RE?</b>  How studying RE at GCSE and A Level can provide invaluable life skills, offer opportunities to further education and enhance careers <a href="#">Read more &gt;</a>	<b>Resource of the month</b>  Empowering Voices Exploring diversity and community in Lincolnshire <a href="#">Read more &gt;</a>
<b>Places of Worship</b>  Individual responses from adherents of worldview traditions about places of worship <a href="#">Read more &gt;</a>	<b>Black History Month</b>  Resources including research papers, videos and podcasts – that can be used in the RE classroom and beyond. <a href="#">Read more &gt;</a>	<b>Voices from Religion and Worldviews</b>  Personal answers to questions from lived experience, written by believers <a href="#">Read more &gt;</a>	<b>Festivals Calendar</b>  Search for festivals by religion/worldviews and by month. <a href="#">Read more &gt;</a>

[www.reonline.org.uk/teaching-resources/](http://www.reonline.org.uk/teaching-resources/)



A useful prompt for feedback in RE.

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Dying for Beginners video...

<https://youtu.be/ayMhA1pRLeY>



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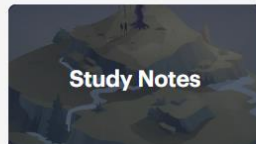
BibleProject

<https://bibleproject.com/explore/video/what-is-bible/>

## Download Free Bible Resources

Download videos, study notes, script references, and posters all for free.

### What Are You Looking For?



Study Notes

Script References

Posters

Reading Plan

Videos

View All

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[www.interfaith.org.uk/resources/shared-values-golden-rule](http://www.interfaith.org.uk/resources/shared-values-golden-rule)

## SHARED VALUES: THE GOLDEN RULE

Exploring differences and commonalities and working together on the basis of shared values is a vital part of living together well in a diverse society.

Each faith tradition has teachings about the importance of treating others as we ourselves would wish to be treated. These teachings inspire and underpin engagement of people of different faiths with others and their social action for the wellbeing of society. These teachings are sometimes called the Golden Rule. There are equivalents in non-religious belief writings.

The Inter Faith Network for the UK has worked with its member bodies since 1987 for inter faith understanding and cooperation in the UK. The Golden Rule quotations here were drawn together by it, with the assistance of its Faith Communities Forum. The Act of Commitment by the Faith Communities of the UK, developed with the Inter Faith Network, reflects other values that the faith communities saw as held in common.

[www.interfaith.org.uk/resources/act-of-commitment](http://www.interfaith.org.uk/resources/act-of-commitment)

### Baha'i faith

*Lay not on any soul a load which ye would not wish to be laid upon you, and desire not for any one the things ye would not desire for yourselves.*

*This is my best counsel unto you, did ye but observe it.*

*(Baha'u'llah, Gleanings, 128)*



### Buddhism

*Just as a mother would protect her only child with her life, even so let one cultivate a boundless love towards all beings.*

*(Khuddaka Potha, from the Metta Sutta)*



### Christianity

*Do to others as you would have them do unto you.\**

*(Luke 6:31)*



### Hinduism

*This is the sum of duty: do naught to others which if done to thee would cause thee pain.*

*(Mahabharata 5.151.7)*



### Islam

*No one of you is a believer until he desires for his brother that which he desires for himself.*

*(Al-Rasool's Forty Hadith, 12)*



### Jainism

*I forgive all beings, may all beings forgive me, I have friendship towards all, malice towards none.*

*(Pratikraman Sutra 35:49)*



### Judaism

*What is hateful to you, do not do to your fellow man.*

*(Talmud: Shabbat 127a)*



### Paganism

*The wholeness of nature is experienced as unconditionally sacred.\*\**



### Sikhism

*No one is my enemy, and no one is a stranger. I get along with everyone.*

*(Sri Guru Granth Sahib p.1209)*



### Spiritualism

*We are all part of the universal creative force and therefore one family in God.*

*[...] Spiritualists try to understand the needs of others and help all people regardless of race, colour or creed.*

*(Brotherhood of Man, Spiritualists' Second Principle)*



### Zoroastrianism

*That nature only is good when it shall not do unto another whatever is not good for its own self.*

*(Goswami - Dink 14.2)*



\*The Church of Jesus Christ of Latter-day Saints also uses this golden rule.

\*\*There are many pagans who do not accept this statement. The example above reflects the spiritualist tradition closely represented by members of The Druid Network.

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

This material is drawn from the IFN publication Connect: A youth inter faith action guide which was based on consultation with the Faith Communities Forum of the Inter Faith Network for the UK and its Board of Trustees.

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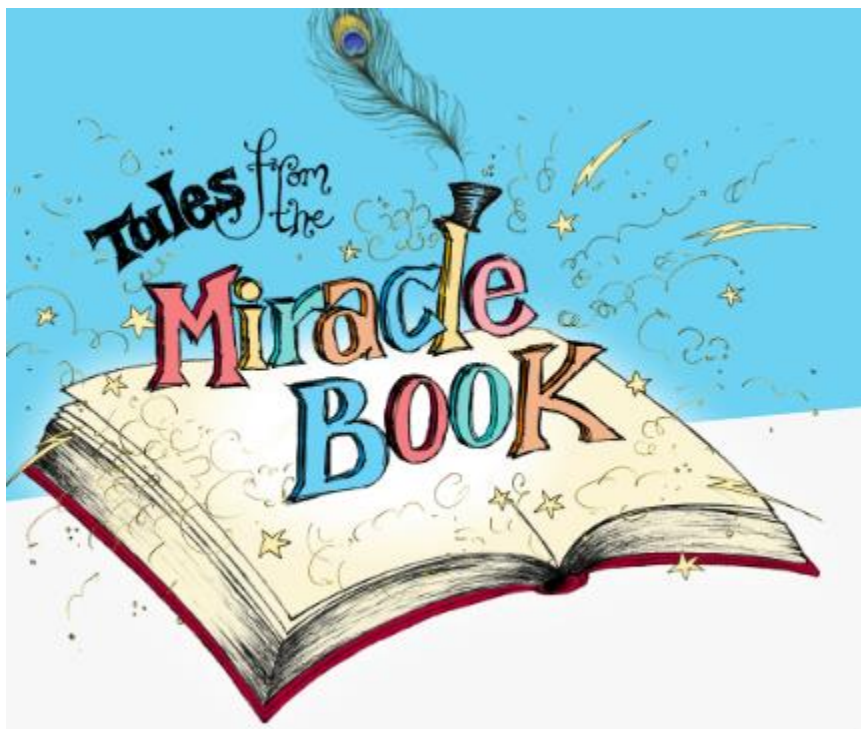
The Inter Faith Network for the UK | Registered charity no 1106804 | Company limited by guarantee no 3443023  
Registered in England, 2 Grosvenor Gardens, London SW6 0DH



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<https://talesfromthemiraclebook.co.uk/welcome/>

Sign up for FREE – you can then access:



DAVID  
[3 Films & 3 Lessons]



CHRISTMAS  
[11 films]



MIRACLES  
[5 Films & 5 Lessons]



PARABLES  
[5 Films & 5 Lessons]



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## #RECHATUK 2023/2024:

- 4 December 2023 - Encounters with lived religion
- 8 January 2024 - (TBC)
- 5 February 2024 - Strictly RE
- 4 March 2024 - RE and SEND
- April 2024 (TBC) - Freedom of Religion and Belief

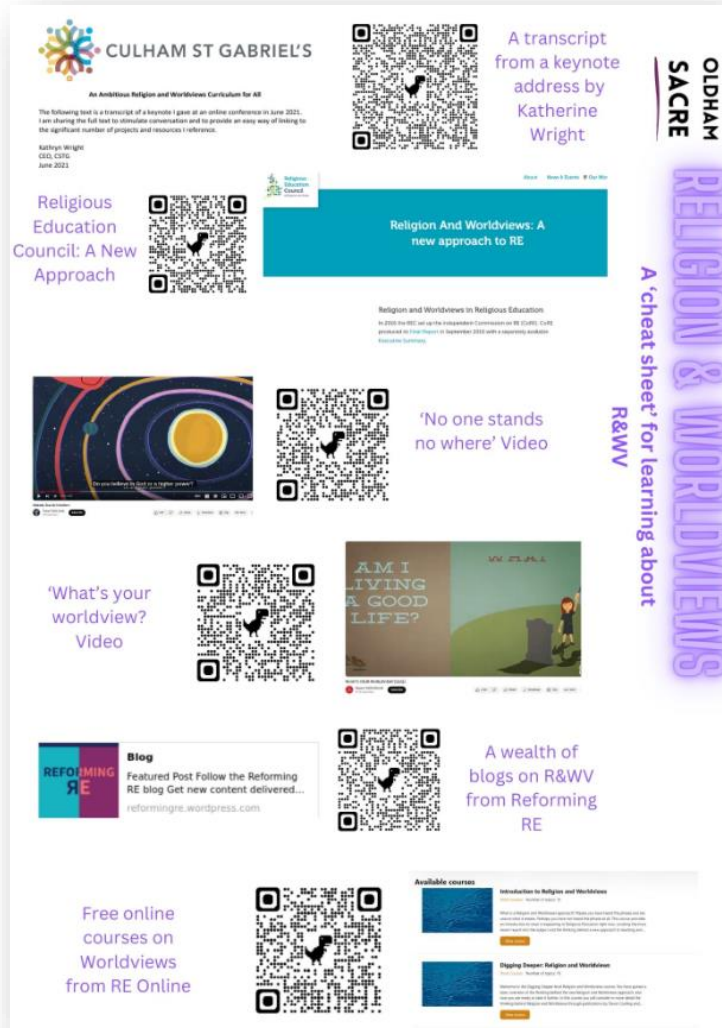
*\*Dates may be changed due to school/bank holidays.*



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A useful one-page summary of some of the key resources to teach RE effectively:

[https://x.com/oldhamsacre/status/1721653951664136628?s=51&t=ynu4FxBt6jbB\\_06bweeWw](https://x.com/oldhamsacre/status/1721653951664136628?s=51&t=ynu4FxBt6jbB_06bweeWw)



- Research of the month – The Faith & Belief Forum Special Objects Project

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

- Resource of the month – Mixing Lenses (Science and Faith Resource)

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

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British Association  
for the Study of Religions



[Home](#) [Conference](#) ▾ [BASR Bulletin](#) ▾ [JBASR](#) ▾ [Teaching & Learning](#) ▾ [About](#) ▾ [Join](#)



<https://basr.ac.uk>

Good for book reviews, aimed at Higher Education but a useful subject knowledge resource for RE Leaders. FREE to access online monthly bulletins, reviews etc.

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<https://link.springer.com/content/pdf/10.1007/s40839-023-00213-0.pdf>

Journal of Religious Education (2023) 71:315–326  
<https://doi.org/10.1007/s40839-023-00213-0>



## Who studies religion? Towards a better conversation between Theology, Religious Studies, and Religious Education

Céline Benoit<sup>1</sup> · Tim Hutchings<sup>2</sup>

Accepted: 27 October 2023 / Published online: 10 November 2023  
© The Author(s) 2023

Good read about how to integrate RE teaching, policy and practice. Moving from theory to the classroom.

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- Meet a Bishop, ask them questions, dress in their robes.
- Learn about the cathedral choir school, learn a song and perform it in the cathedral.
- Explore the theology of the trinity through music, art and story.
- Undertake worship with the Bishop, Dean and Chapter of the cathedral.
- KS2 focus, designed for diocese schools.



Look out for...

- New website
- Walking conference involving Norwich places of worship and worldviews speakers
- RE Survey and free RE support and training offer
- A second RE conference...

Norfolk **SACRE**

# RE Local Leaders January 2024



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## The Bible Course



Explore the BIG story

### The Bible Course



Explore the BIG story

Session 1 – Introducing the Bible

### The Bible Course



Explore the BIG story

Session 2 – Creation & Covenant

### The Bible Course



Explore the BIG story

Session 3 – Exodus & The Promised Land

### The Bible Course



Explore the BIG story

Session 4 – Judges & Kings

### The Bible Course



Explore the BIG story

Session 5 – Exile & Prophets

### The Bible Course



Explore the BIG story

Session 6 – Jesus & The Gospels

### The Bible Course



Explore the BIG story

Session 7 – Acts & The Church

### The Bible Course



Explore the BIG story

Session 8 – Revelation & Review

The sessions are based on an online learning platform. You will be provided with a course handbook to make notes in, there is also additional resources including daily bible readings.

- Sessions will take place on:
  - **Session 1**                **4 March 2024 3.30-5pm**
  - **Session 2**                **11 March 2024 3.30-5pm**
  - **Session 3**                **18 March 2024 3.30-5pm**
  - **Session 4**                **25 March 2024 3.30-5pm**
  - **Session 5**                **15 April 2024 3.30-5pm**
  - **Session 6**                **22 April 2024 3.30-5pm**
  - **Session 7**                **29 April 2024 3.30-5pm**
  - **Session 8**                **20 May 2024 4-5.30pm**
- **Attendance to all sessions is a requirement of the course.**

If you would like to book a FREE place – please email  
[chris.allen@dioceseofnorwich.org](mailto:chris.allen@dioceseofnorwich.org)



Questions...



## Sharing Best Practice and Ideas

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



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RE in the new SIAM Framework September 2023

**Inspection Question 7**



Be clear on the difference between IQ6 and IQ7! Don't let inspectors stray into the wrong territory when talking to you – they **MUST** stick to what the schedule asks them:

**IQ6 focuses on:**

Curriculum  
Training and Resources  
Teacher Knowledge

**IQ7 focuses on:**

Quality of Teaching  
Pupil Progress  
Assessment





## Evidence and judgements – IQ7: Quality of Teaching

- ✓ Lesson visit records
- ✓ Pupil work scrutiny
- ✓ Pupil and Staff Surveys
- ✓ Support by the RE Leader
- ✓ Governor knowledge of lessons
- ✓ Trust knowledge and evaluation of lessons

- Make sure your AGEP undertakes RE Lesson Visits, work scrutiny and pupil interviews.
- How do you report you're the quality of RE to your Governors? How is it recorded and how do they challenge you on this?



## **Evidence and judgements – IQ7: Pupil Progress**

- ✓ Do you know what the baseline/ starting points are in terms of pupil knowledge in RE on a given enquiry? How is this consistently collected and recorded?
- ✓ How do you collate final outcomes and how do you record knowledge (Assessment Suite) as well as skills (AREs)
- ✓ Do you internally moderate work at least annually? Do you externally moderate? Do you use the exemplification resources?
- ✓ How can you evidence your marking and feedback in RE supporting pupils getting better at RE?
  - How does the trust support your validation of pupil progress? (RE Local Leaders/ AGEP visits).
  - What do governors know and understand about pupil progress in RE?



## **Evidence and judgements – IQ7: Assessment**

- ✓ How do you assess in RE and is it a systematic and rigorous as other subjects in your curriculum?
- ✓ How do you form a judgement and do you base this on a balance of knowledge and skills?
- ✓ How is assessment tracked, recorded and analysed?
- ✓ When and how do you report RE outcomes to parents?

- How does the trust support your assessment of pupils in RE?
- What do governors know and understand about assessment in RE? do they know the current data and what it means?

# RE Local Leaders January 2024



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Questions...



## 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



## Survey Feedback:

Crib sheets for both types of inspection (Ofsted & SIAMS).

Space to add own notes.

Space to include own data.

Match inspection criteria.

Cover breadth of subject leadership in RE.




# RE Local Leaders January 2024



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## Crib Sheet for Ofsted

 Crib Sheet – RE Deep Dive		
<b>Curriculum</b> <ul style="list-style-type: none"><li>• Content</li><li>• Rationale (intent, implementation, impact)</li><li>• Breadth of study – contextualised / preparation for wider world</li><li>• Depth to identify beliefs and hold <u>identity</u></li><li>• Diversity of views – i.e. worldviews / denominational beliefs</li><li>• Vocabulary</li><li>• Building of core concepts</li><li>• Application of substantive and disciplinary knowledge over time</li><li>• Disciplinary approach</li><li>• Academically rigorous</li><li>• Authentic lived experience opportunities</li></ul>	<b>Pedagogy</b> <ul style="list-style-type: none"><li>• How is each disciplinary lens taught.</li><li>• Enquiry Process.</li><li>• Enrichment.</li><li>• Local, regional, national and global layers.</li></ul>	<b>Assessment</b> <ul style="list-style-type: none"><li>• What is assessed and when.</li><li>• Ways of knowing (ARs) v Disciplinary and Substantive knowledge.</li><li>• What does progress look like?</li><li>• Moderation.</li><li>• Exemplification.</li><li>• Reporting to parents.</li><li>• Marking and feedback to move pupils on in RE.</li></ul>
<b>Pupil Comments</b> <ul style="list-style-type: none"><li>• Pupil surveys</li><li>• Pupil voice in work</li><li>• Marking and feedback</li><li>• Perception interviews – can they demonstrate retention of knowledge and application to different scenarios?</li></ul>	<b>Pupil Work</b> <ul style="list-style-type: none"><li>• Scope of knowledge in RE</li><li>• Identification of ways of knowing/ disciplinary knowledge/ substantive knowledge</li><li>• Pupil positionality in their learning and knowledge.</li></ul>	<b>Data</b> <ul style="list-style-type: none"><li>• Benchmarking outcomes to other subjects.</li><li>• Reporting to senior leaders: challenge and accountability.</li><li>• Overall picture.</li><li>• Identified groups.</li><li>• Enabling equitable access for all pupils.</li></ul>
<b>RE Leadership Training, Development and Collaboration</b> <ul style="list-style-type: none"><li>• Qualifications, external validation of the subject (REQM / SIAMS/ SLE)</li><li>• Network attendance</li><li>• Contribution to work beyond your school.</li></ul>	<b>Lesson Visits</b> <ul style="list-style-type: none"><li>• Frequency, patterns, trends, actions.</li><li>• Undertaken by, reported to who? Acted on with?</li></ul>	<b>Staff Training and Subject Knowledge Development</b> <ul style="list-style-type: none"><li>• How is training needs identified and met.</li><li>• How are they monitored – what is the impact? How do you know?</li><li>• What do new staff do or those less secure in their knowledge?</li></ul>
<b>Key Points I MUST get across...</b>		

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## Crib sheet for SIAMS IQ6 & 7



### Crib Sheet – RE Inspection Questions 6 & 7

<p><b>Inspection Question 6</b> <b>Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</b></p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <ul style="list-style-type: none"><li>• Content</li><li>• Rationale (intent, implementation, impact)</li><li>• Breadth of study – contextualised / preparation for wider world</li><li>• Depth to identify beliefs and hold <u>identity</u></li><li>• Diversity of views – i.e. worldviews / denominational beliefs</li><li>• Vocabulary</li><li>• Building of core concepts</li><li>• Application of substantive and disciplinary knowledge over time</li><li>• Disciplinary approach</li><li>• Academically rigorous</li><li>• Authentic lived experience opportunities</li><li>• Links to theologically rooted Christian vision.</li></ul> <p><u>Pupil Comments</u></p> <ul style="list-style-type: none"><li>• Pupil surveys</li><li>• Pupil voice in work</li><li>• Marking and feedback</li><li>• Perception interviews – can they demonstrate retention of knowledge and application to different scenarios?</li></ul>	<p><b>Inspection Question 7 (VA or former VA ONLY)</b> <b>What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</b></p> <p>a) What is the quality of teaching?</p> <ul style="list-style-type: none"><li>• Frequency, patterns, trends, actions.</li><li>• Undertaken by, reported to who? Acted on with?</li></ul>
<p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well sequenced, well-balanced, relevant, and diverse?</p>	<p><u>Below</u> will do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p><u>Pupil Work</u></p> <p>c) Scope of knowledge in RE</p> <p>d) Identification of ways of knowing/ disciplinary knowledge/ substantive knowledge</p> <p>e) Pupil positionality in their learning and knowledge.</p> <p>f) Marking and feedback to move pupils on in RE.</p>
<p>c) How do school and trust leaders ensure that religious education is well resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p> <ul style="list-style-type: none"><li>• Qualifications, external validation of the subject (REQM / SIAMS/ SLE)</li><li>• Network attendance</li><li>• Contribution to work beyond your school.</li><li>• How is training needs identified and met.</li><li>• How are they monitored – what is the impact? How do you know?</li><li>• What do new staff do or those less secure in their knowledge?</li></ul>	<p>c) How does assessment inform teaching and learning?</p> <ul style="list-style-type: none"><li>• What is assessed and when.</li><li>• Ways of knowing (AREs) v Disciplinary and Substantive knowledge.</li><li>• What does progress look like?</li><li>• Moderation.</li><li>• Exemplification.</li><li>• Reporting to parents.</li></ul>
<b>Key Points I MUST get across...</b>	

# RE Local Leaders January 2024

Questions...



# RE Ambassadors January 2024

## 2023/24 Ambassador RE project

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



# RE Ambassadors January 2024

## 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)

Thank you for  
providing the  
plans to pilot.

These will be  
placed on the  
DNEAT Hub for  
you to access  
and **trial up to  
3 June 2024.**

# RE Ambassadors January 2024

## Pilot timeline:

- |                  |                                                                          |
|------------------|--------------------------------------------------------------------------|
| 25 January 2024  | Draft exemplification plans ready to download and trial in your academy. |
| 3 June 2024      | Trial complete and undertake online form to provide feedback.            |
| 13 June 2024     | Feedback form closes.                                                    |
| 27 June 2024     | Summary provided, tweaks to resources made ready for publication.        |
| 1 September 2024 | Exemplification plans and resources published on diocese website.        |

## RE Local Leaders Dates 2024

### RE Local Leaders Forum

24 June 2024, 1.30pm-4pm

Diocesan House. Cost: Free

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

## RE Moderation – FREE EVENT

### RE Moderation and Sharing of Good Practice

17 June 2024, 2pm-5pm

Diocesan House. Cost: Free

[DofN.org/GoodPractice](https://DofN.org/GoodPractice)



## National Action Research Project



- Project led by Dr Emma Salter(University of Huddersfield) , Dr Martha Shaw (London South Bank University)
- Project compliments the REC work on substantive knowledge in its curriculum projects and NATRE's (and others) work on ways of knowing.
- **Now until 28 March 2024** – Professionals survey on Personal Knowledge in RE
- **May-July 2024** – Focus Group session facilitated by



Hot off the  
press!

# RE Local Leaders January 2024

## Personal Knowledge in Religious Education National Survey 2024

This is a national survey about Personal Knowledge in Religious Education (RE). The survey is part of a project about Personal Knowledge in RE funded by All Saints Educational Trust and led by Dr Emma Salter at the University of Huddersfield. If you have questions about the project or the survey contact Emma at [e.salter@hud.ac.uk](mailto:e.salter@hud.ac.uk). The aims of the project are to find out how Personal Knowledge is understood by different RE stakeholders and to develop resources to support RE.

You are invited to participate in this survey because of your professional experience with RE. By participating you are giving your voluntary consent for the information you provide to be used by the Personal Knowledge in RE project. The information you provide will be anonymous and will not be traceable to you. You will not be asked for any personally identifying information.

Answer the survey questions as honestly as you can. Ignore any questions you prefer not to answer. The survey takes 15–20 minutes to complete.

Thank you for completing this survey. In doing so you are contributing to supporting RE.

Please share the survey link with other RE professionals across your networks and encourage them to complete it.

The survey closes on 28 March 2024.

[https://hud.eu.qualtrics.com/jfe/form/SV\\_4PdNrrP3xGb0DPM](https://hud.eu.qualtrics.com/jfe/form/SV_4PdNrrP3xGb0DPM)

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**THANK  
YOU!**



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

X: ChrislindyJ