

RE Local Leaders

24 June 2024

1.30-4.30pm

Chris Allen

RE Adviser – Diocese of Norwich



RE Local Leaders June 2024

Aims of the session:

- 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 the Ofsted RE Subject Report – Deep & Meaningful
- RE Local Leaders update and input on our action research project for 2023-24
- RE Local Leaders will have the opportunity to engage in the RE Personal Knowledge project with Huddersfield University.



RE Local Leaders June 2024



Diocese of Norwich
Education and
Academies Trust



Regional and National
Update

Norfolk SACRE



Norfolk SACRE Primary RE Survey 2024

Complete the survey and access 4 **FREE** training sessions:

<https://forms.office.com/e/WEmzqYLVJb>

Your responses will help shape the work of SACRE and the support for RE in Norfolk for the next 12-24 months.



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Christianity as a Global Faith Launch

New resources produced by Alysia-Lara from the CofE, looking at cultural diversity in denominational Christianity form around the world.



About

News & Events

Our Work

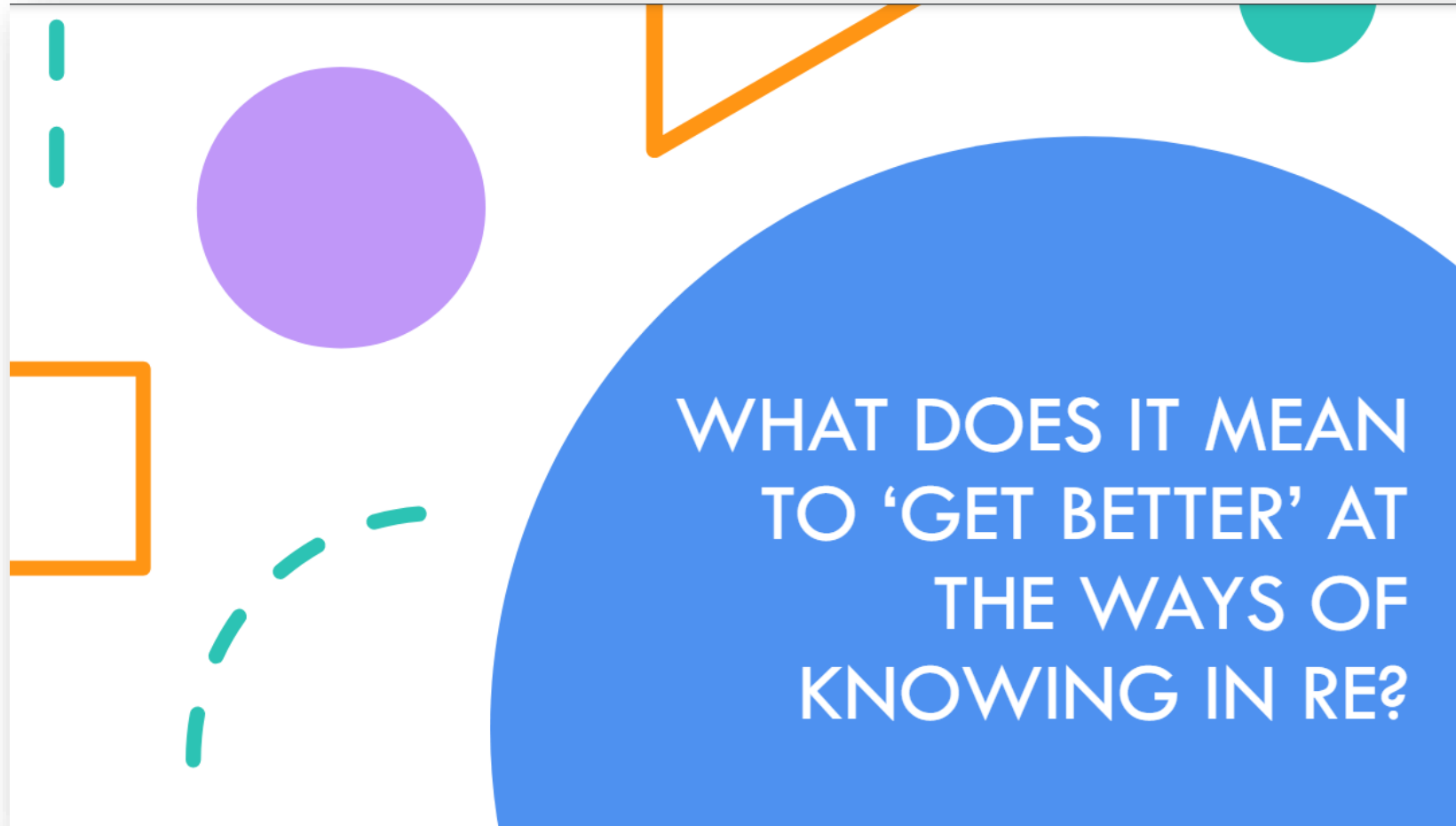
Resources



Welcome to a Religion and Worldviews Approach

<https://religiouseducationcouncil.org.uk/rwapproach/>





RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

5 STEP QUESTIONING

@ImpactWales

We support teachers to make well-informed decisions in the classroom.

Copyright © 2023 www.impact.wales

PLAN QUESTIONS THAT DEEPEN
& UNCOVER LEARNING IN
5 SIMPLE STEPS →

Use the responses to your question to adapt your teaching. As pupils' answers expose the depth of their understanding, your teaching should respond to the need for additional instruction or further examples.

Use questioning techniques that ensure all pupils are thinking:

- Mini-whiteboards, everybody write
- Think, pair, share
- Pose, pause, pounce, bounce
- Tell your answer to a neighbour
- No opt out

Adapt
your
teaching

Focus on
the
learning

Asking a good question is about knowing what learning you expect to happen. Identify what you want pupils to know, understand or do, how well & in what context.

Plan a
set of Qs

Create a set of questions that will help you uncover key misconceptions linked with the learning. Create questions that probe the depth of pupils' understanding.

Create &
model
answers

Know what a great answer to your question will look like. Be clear on the knowledge, structure & vocabulary you expect pupils to include in their answers. Scaffold pupils' answers by using sentence stems, or by providing worked examples. Gradually remove scaffolding as answers improve.

Engage
everyone

RE Local Leaders June 2024



Diocese of Norwich
Education and
Academies Trust

Belonging and Believing:

Basic Beliefs Across Eight Worldviews in the Belonging and Believing Series



The following provides some basic beliefs of the worldviews as featured in the Belonging and Believing series of books and resources and has been written mainly from those perspectives. More detailed notes can be found within the Belonging and Believing books. In order to take account of the diversity and plurality of beliefs that may be held within a particular religion or non-religious worldview, it is always advisable to modify speech by using terms such as “many ... believe”, or “some ... believe”.

For an ‘in a nutshell’ child’s perspective and overview of each worldview, please see page 26 of the Belonging and Believing books.

Child:	Vesper	Wilf	Nia	Yusuf	Krishan	Nyal	Margalit	Caitlin
Worldview	Christian	Humanist	Baha’i	Muslim	Sikh	Hindu	Jewish	Buddhist
Key beliefs:	Christians believe that there is only one God who is the creator. Jesus is believed to be the divine son of God who lived in human form on Earth, and was born c4BCE. Following his death and resurrection, Jesus now resides with God in heaven. God is now present in the world through the Holy Spirit. Christians aim to follow Jesus’ example and teaching to love God and all	Humanists believe that human beings evolved naturally and that they will go on evolving, as will the other species on the planet Earth. They are agnostic or atheist, relying on evidence and science to inform and influence decisions. Moral and ethical decision-making is based on reason, empathy and compassion for others. Being	Baha’i’s believe in one God who is creator. He reveals His purpose to humanity through a succession of chosen Messengers throughout the ages, according to the needs of the human race at that time. The main goal is the uniting of all peoples in one ‘universal Cause, one common Faith’ as embodied in teachings such as equality of men and women,	Muslims believe that there is only one God (Allah) who is creator. Muhammad (PBUH), born 570CE, is believed by many Muslims to be the last of Allah’s prophets. The Qur’an contains Allah’s word exactly as it was revealed to Muhammad (PBUH). Muslims aim to follow the teachings of the Qur’an and also the example of Muhammad’s (PBUH), life. By submitting to	Sikhs believe in one God (Waheguru) who is creator and reveals himself in creation whilst at the same time being without form. God is eternal truth, without fear, without hatred, was not born and will not die. In about 1500CE, Guru Nanak was called by God to spread His message - ‘brotherhood of humanity’, that all people are equal and may receive enlightenment. An awareness	Hindus believe there is one God who is present in everything in the world. For many, this supreme being is known as Brahman. Everything is an expression of Brahman which may be manifest and worshipped in many forms - often referred to as deities or gods and goddesses. God can also incarnate to live on earth in human form eg as Rama, Krisna and Swaminarayan.	Jews believe that there is only one G-d who is creator of the universe. G-d’s message was first given to Avram (Abraham) c1800 BCE and later His Law (the Torah) was revealed to the prophet Moses at Mount Sinai. To follow the Law, one must love G-d and love, respect and care for others. Jews believe they have been chosen by G-d to live in a way that is an example to others. G-d	Buddhists believe in showing compassion for all sentient beings. Prince Siddhartha Gautama born around 563BCE achieved enlightenment and perfected the human state – became a Buddha. The Buddha’s teaching, or the dharma (the right path) is to follow the ‘middle way’; a path between the extremes of self indulgence and self denial. Two main teachings, the

www.booksatpress.co.uk/Basic%20Beliefs%20of%20the%20Eight%20Worldviews%20of%20Belonging%20and%20Believing.pdf

RE Local Leaders June 2024



Diocese of Norwich
Education and
Academies Trust

NATRE
National Association of Teachers
of Religious Education

SHOP | MEMBER LOGIN | BECOME A MEMBER | SEARCH

Home About NATRE About RE Membership Primary Secondary Search Resources Courses & Events News Contact

NATRE Executive

Local Groups

Lobbying & Advocacy

NATRE Surveys

Data and Research

FREE themed resources

Green RE: Climate Justice Via RE

Spirited Arts

Curriculum Symposium

Anti-racist RE resources

Anti-bullying

Real People Real Faith

Global Learning Programme

The Shared Space Project

Listening to Children Talking

FREE homeschooling resources

Teaching School Hubs

History of NATRE

Sign up to our mailing list

FREE THEMED RESOURCES

JOIN THE NATRE COMMUNITY!

EXPLORE SPIRITED ARTS GALLERY

ANTI-RACIST RE RESOURCES

VEGANISM AS A WORLDVIEW IN RE - FREE RESOURCES

ANTI-BULLYING RESOURCES

RESOURCES TO SUPPORT CURRICULUM PLANNING

SHARED SPACE PROJECT

REAL PEOPLE REAL FAITH

FREE RESOURCES FOR HOME LEARNING

CHILDREN TALKING

DEVELOPING RE THROUGH MUSIC

GLOBAL LEARNING

www.natre.org.uk/about-natre/projects/

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

Upskill

This page provides you with useful and inspirational links to high quality RE/RVE/R&W.

Access CPD

Access Free Resources

Early Years

Exhibitions

Festival calendar

Funding and grants

Holocaust Education

Interfaith Resources

ITT/ECT & NQT

Leadership

Podcasts & Media

RE/RVE/R&W Surveys

REQM (Religious
Education Quality
Mark)

Research

Resource Centres

SACREs

School competitions

SEND and RE

Single Focus Centres &
Interfaith
Organisations

University & School
partnership

www.re-hubs.uk/upskill/



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

RE Research, Articles, Books and
Blogs...



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

RESEARCH // ENGAGING WITH RESEARCH // CONFERENCES

RExChange 2024



Friday 18th -Saturday 19th October 2024

This is a free virtual event and will take place via Zoom

[Register to attend](#)

Provisional Programme

Please note there is no pre-allocation of seminar choices. Delegates will choose which sessions to attend on the day. A detailed brochure will be published prior to the event.

www.reonline.org.uk/research/engaging-with-research/conferences/rexchange-2024/

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust



BIG IDEAS
for Religious Education

CURRICULUM

Big Ideas for RE
Big Ideas for Religious Education
13 June, 2024
[Read more >](#)

CURRICULUM



A paradigm shift
Jake Womack
03 June, 2024
[Read more](#)

CURRICULUM

TEACHING



How do faith visitors fit in to a religion and worldviews approach?
Ian Coles
17 May, 2024
[Read more](#)

CURRICULUM

RELIGION AND WORLDVIEWS



Balancing consistency and diversity for high quality RE
Dr David Lewin
14 May, 2024
[Read more](#)

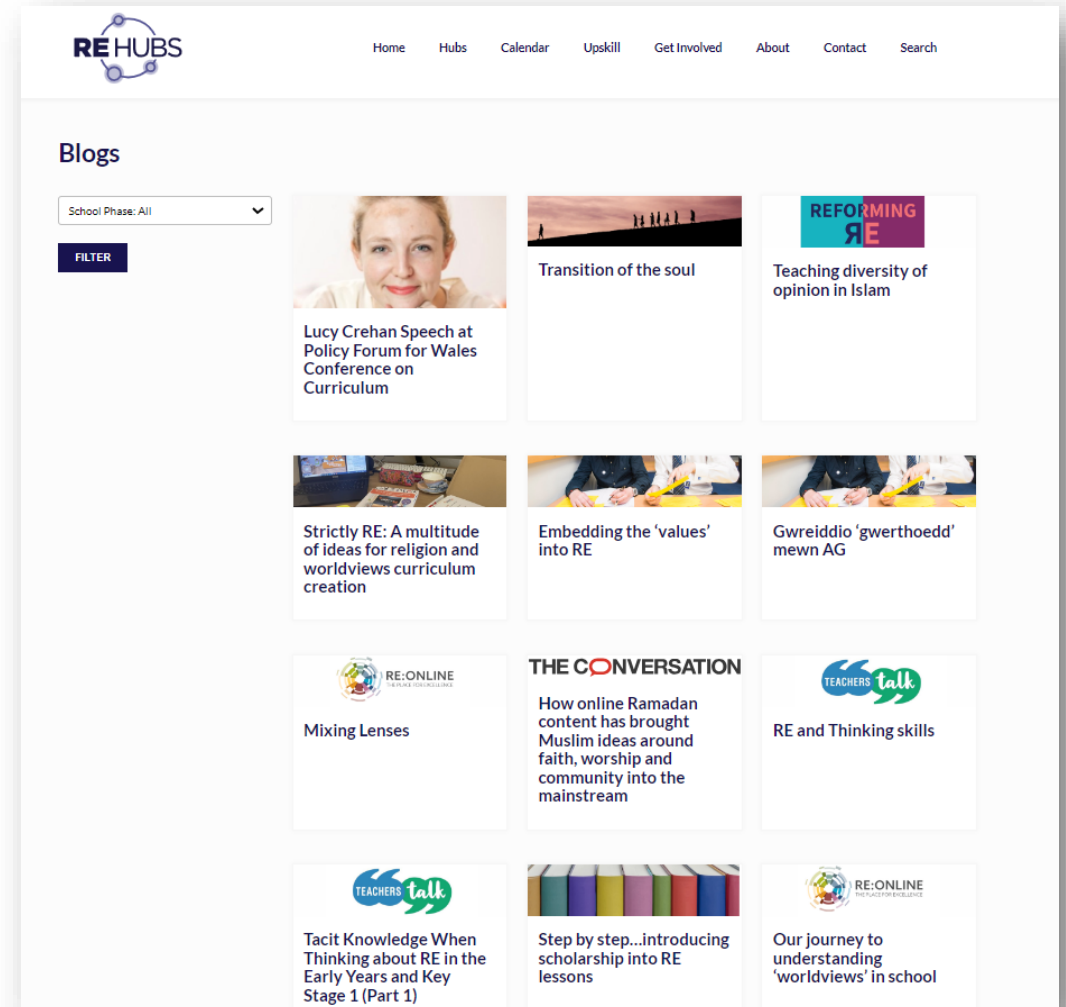
[www.reonline.org.uk/blog/?cfilters=%7B"group"%3A"post"%2C"items"%3A%5B%5D%7D](http://www.reonline.org.uk/blog/?cfilters=%7B)

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

www.re-hubs.uk/blogs/



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust



www.cstg.org.uk/2024/04/11/new-subject-knowledge-enhancement-resources/

Religious Education Subject Knowledge Enhancement Resources

Background

As there is no longer funding for subject knowledge enhancement courses for those applying to RE PGCE courses we are aware that ITE providers will be looking for ways to support applicants to address gaps in their subject knowledge. To assist with this below is a list of largely **free** online courses, podcasts, webinars and websites that might be useful in putting together packages of support for applicants to develop subject knowledge prior to enrolment onto teacher education courses.

Online Courses

Culham St Gabriel's Trust Short Courses

Website: <https://courses.cstg.org.uk/>

Start with the introductory course and move on to the Digging Deeper modules if appropriate.

- Introduction to Religion and Worldviews
- Introduction to Subject Knowledge

The Open University Religion, Belief and Worldviews Learning hub

Website: <https://www.open.edu/openlearn/religionandworldviews>

The following courses may be of particular help:

- [Introducing the Philosophy of Religion](#)
- [An education in religion and worldviews](#)
- [Why not 'World Religions'?](#)

Future Learn

[Why Religion Matters: Religious Literacy, Culture and Diversity](#)



Ofsted Subject Report: RE Deep and Meaningful (17 April 2024)

You can read the full 53 pages by downloading the report at:

<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report>



Key Messages:

DfE should 'urgently' update guidance.

Ofsted found a “notable proportion of schools did not meet the statutory requirement to teach RE to pupils at all stages of their schooling.

It recommended ministers “urgently” update guidance for schools about its statutory expectations for RE, to ensure “appropriate clarity” about what is taught and when and where this happens. It said this would help school leaders and teachers of RE

'Curriculum substance insufficient for complex world.'

The RE curriculum “often lacked sufficient substance to prepare pupils to live in a complex world” and the “superficially broad curriculum” often lacked depth

Long gaps between lessons hindered recall.

Ofsted also said, “long gaps between lessons hindered pupils’ recall” and that pupils remembered more when they had regular lessons.

Teachers need professional development.

The “overwhelming majority” of teachers had not received subject-based professional development in RE,



Recommendations - Curriculum

ensure that there is a **distinct curriculum in place for teaching RE at all key stages**. They should make sure that this is **rigorous and challenging and that it demonstrably builds on what pupils already know**.

carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that **important content and concepts are clearly identified and sequenced**. They should also make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions

ensure that **all pupils have the opportunity to deepen their knowledge in RE over time**

balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world.

make sure that curriculums clearly identify **how pupils will develop disciplinary and personal knowledge through the chosen substantive content.**

Recommendations: Teaching & Assessment

be ambitious for pupils to develop all aspects of knowledge: substantive, ways of knowing and personal knowledge. They should make sure that teachers have high expectations of what pupils will know and remember.

provide opportunities for pupils to review and build on important knowledge over time. They should make sure that pupils use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding.

ensure that teaching specifically develops pupils' knowledge of the complexity of religious and non-religious traditions.

develop manageable assessment methods that move beyond the simple recall of factual information. They should check that pupils recall and understand the intended curriculum over time and that the domain of their knowledge is expanding.

Recommendations: Systems at Subject and School Level

ensure that all teachers have the subject and pedagogical knowledge that they need to teach RE well.

check that the time allocated for teaching RE at all key stages is used effectively so that pupils learn a curriculum that is both broad and deep.

organise the timetable for RE so that gaps between teaching are minimised.



Features of a high-quality curriculum in RE.

Different forms of knowledge are taught and developed – substantive, disciplinary, ways of knowing, personal.

Build knowledge of the religious and nonreligious traditions that have shaped the world: substantive content and concepts.

High-quality RE curriculums accurately portray some of the diversity and complexity found within and between different traditions.

See the relationship between what they learn in the RE curriculum and their own lives as they build awareness of the assumptions that they bring to discussions concerning religious and nonreligious traditions.

Substantive knowledge and ways of knowing are not separated.

Other key points to note:

In schools where RE was strong, leaders had clearly identified what children in the early years needed to know to be ready for the RE curriculum in Year 1.

Some leaders did not have coherent reasons for what they had chosen to include as part of the early years curriculum and why.

Few leaders could explain why they had organised the curriculum in this way.

The systematic study of nonreligious worldviews throughout the school curriculum, was rare.

Pupils did not have the chance to consolidate and deepen their learning. Leading to them remembering little.

Assessment

Teachers used some of the same techniques and practices that were used in other subjects.

Skilful questioning to check what pupils could remember. questioning

Summative checks

End-of-key-stage statements in locally agreed syllabuses. These were often organised as end-of year statements.

Moderation with others to benchmark quality.

Questions to consider...

- Do you need to thoroughly review your RE curriculum provision to ensure you are satisfied that it is not doing the same as it was ten years ago, therefore placing the school at risk of not dealing with the need and issues of the local context?
- Are schools (whatever designation) meeting the statutory requirements of RE? Do schools know what there are? How can schools prove this?
- Do schools know the knowledge in RE being taught and when? How is this built on systematically and with sufficient depth to provide enough knowledge substance for pupils to be prepared to live in the complex world?
- What is the frequency of RE teaching typically like in school? Are gaps between teaching of RE minimised enough to ensure knowledge retention and development?
- How do schools access professional subject development in RE? How are staff developed to identify and tackle misconceptions? How is staff subject knowledge grown to teach complex, worldviews and nonreligious worldviews in RE?

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

Training and CPD 2024-25

THE CHURCH
OF ENGLAND
Diocese of Norwich

Supporting Schools & Academies

Training & development 2024–2025



Transformed by Christ: Prayerful, Pastoral, Prophetic

www.dioceseofnorwich.org

RE Local Leaders June 2024



Diocese of Norwich
Education and
Academies Trust

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 19 September 2024
 - Session 2 24 September 2024
 - Session 3 9 October 2024
 - Session 4 15 October 2024
 - Session 5 23 October 2024
 - Session 6 5 November 2024
 - Session 7 13 November 2024
 - Session 8 20 November 2024

- 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

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

There was a significant increase in how attendees graded their confidence in knowing the Bible from the start to the end point of the course.

On average this increased by 4.7 points over the eight weeks. Some increased by 7 points over the 8-week course.

The course has given me the skill to be able to read the bible in context and to think about how it connects to our lives today.

The Bible is far more accessible than you think.

It was really useful to understand the overall story of the bible in more detail, especially exploring books that I am less familiar with. The structure of the sessions to consider how to relate this to present was very helpful as it deepened my understanding.

I often find it hard to think about what the bible passages mean for now, Chris's explanation helped me learn so much. I have really enjoyed the course; it has been lovely to see other people and talk to others that I wouldn't have usually met. I often found myself looking forward to the sessions during the busy school day. Thank you for allowing me to be part of a thought-provoking course. I will miss it.

All attendees said their understanding of the Bible 'improved a lot' because of the course.

9/10 said that they felt their confidence had improved to read parts of the Bible they were less familiar with, and all responded that the courses had impacted positively on them tackling less well-known aspects of the Bible.

All attendees felt their confidence had improved in discussing the Bible with other people, of which 8/10 said 'improved a lot'.

RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

**NEW 2024/25 Teaching Diversity in Christianity
& other Religions & Non-Religious Worldviews**
27 February 2025, 3pm-5pm
Online. Cost: £90.00

DofN.org/TD-Feb

**NEW 2024/25 Teaching Diversity in Christianity
& other Religions & Non-Religious Worldviews**
19 June 2025, 3pm-5pm
Online. Cost: £90.00

DofN.org/TD-Jun

RE Local Leaders Forum
7 October 2024, 1.30pm-4pm
Diocesan House. Cost: Free

DofN.org/LLF-Oct

RE Local Leaders Forum
27 January 2025, 2pm-4.30pm
Diocesan House/Place of Worship TBC. Cost: Free

DofN.org/LLF-Jan

RE Local Leaders Forum
23 June 2025, 1.30pm-4pm
Diocesan House. Cost: Free

DofN.org/LLF-Jun

RE Moderation and Sharing of Good Practice
25 June 2025, 2pm-5pm
Diocesan House. Cost: Free

DofN.org/GoodPractice2025

Questions...



Sharing Best Practice and Ideas

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



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust



Personal Knowledge in RE: a research project

Dr Emma Salter @ University of Huddersfield

Funded by All Saints Educational Trust

About the Project

The project is led by Dr Emma Salter at the University of Huddersfield. Other partners include Claire Clinton, Deborah Weston, Dr Martha Shaw and NATRE.

RE Hubs and teacher network meetings play a crucial role for the project by generating qualitative data through focus-group discussions.

The project aims to find out:

- how Personal Knowledge is interpreted and understood by different RE stakeholders;
- teachers' strategies for evidencing Personal Knowledge for inspections.

The project aims to deliver resources for teachers and other RE stakeholders to support high quality RE in relation to Personal Knowledge.

Systematic literature review of Personal Knowledge in RE and related areas. [Dr Emma Salter + Dr Martha Shaw]

Content analysis of Ofsted Reports with RE deep-dive, with reference to Personal Knowledge. [Dr Emma Salter + Deborah Weston]

National Survey 2024 on Personal Knowledge in RE. [Dr Emma Salter + Dr Chris Bale] *You may remember responding to this survey!*

Focus-groups with teachers, through RE Hubs. Today's activity!

Your consent to join the project

In this session you're invited to participate in a focus-group discussion. Your participation is entirely voluntary.

The information gathered by the focus-group will be used for the Personal Knowledge in RE project including writing project reports, academic papers and generating teacher resources.

All information is anonymised and will not be traceable to you or your place of employment.

You will be asked to sign your name on a register. By signing you give your informed, voluntary consent to participate in this focus-group and for the information gathered by the focus-group to be used for the Personal Knowledge in RE project.

If you prefer not to participate, please inform the workshop facilitator.

Thank you for participating in the project;
in so doing you are contributing to supporting and developing good RE.

Carrying out our focus-groups

Each focus-group has approximately 6-8 members.

The purpose of the focus group is to record your professional opinions and experiences about Personal Knowledge in relation to RE in the context of a discussion with your peers.

Be honest and open in your discussion;

though you are not compelled or obliged to discuss anything that makes you feel uncomfortable or that you don't wish to disclose.

It's ok for a range of opinions to be expressed. The group doesn't need to agree on the points discussed; but be respectful of each other's opinions.

Ensure all key point raised in the discussion are written down by the note-takers.

The discussion should be treated as confidential; don't refer to the discussion outside of the focus-group in any way that might breach anonymity of the focus-group members or their place of employment.

Carrying out our focus-groups



Diocese of Norwich
Education and
Academies Trust

Nominate the following roles for your focus group

Timekeeper. Keep time; ensure each discussion topic is given sufficient time; direct the discussion on to the next topic when time is up. Allocate approximately 10 minutes for each topic; it's ok to move to the next topic before 10 mins if the discussion has finished.

Note-takers. Allocate a separate note-taker for topic 1, topic 2, and topic 3. Each note-taker, keep 'your' part of the discussion on topic; write down the key-points of the discussion legibly on the paper provided; give an oral summary of the topic after the focus-group has finished.

Administrator. Gather the papers at the end of the focus-group and hand in to the workshop facilitator. Check that each member of your focus-group has signed the register giving their informed consent to participate in the focus-group.



The focus-group has three discussion topics:

1. Origin, definitions, explanations of Personal Knowledge.
2. Personal Knowledge in teaching and learning.
3. Evidencing Personal Knowledge for inspection.

Part 1. Origins and definitions of PK in RE



Diocese of Norwich
Education and
Academies Trust

This part of the discussion is about origins and definitions of Personal Knowledge in RE. In your group, discuss when and where you first heard about Personal Knowledge (or similar ideas); what 'Personal Knowledge' means to you in the context of your professional practice; definitions of Personal Knowledge you have come across that you agree or disagree with. Use the prompts below to help drive your discussion, but don't feel restricted by them.

- Have you come across synonyms for Personal Knowledge; or ideas that you think are similar to Personal Knowledge?
- Where did you first hear or read about Personal Knowledge for RE?
- Have you come across definitions or explanations of Personal Knowledge that you agree or disagree with?
- How would you define Personal Knowledge?
- Is there anything else you want to say about origins and definitions of Personal Knowledge?

Part 2. PK in teaching and learning



Diocese of Norwich
Education and
Academies Trust

This part of the discussion is about Personal Knowledge in relation to teaching and learning for RE. In your group discuss whether or not Personal Knowledge is important; strategies for integrating Personal Knowledge in teaching and learning; and pupils' engagement with Personal Knowledge. Use the prompts below to help drive your discussion, but don't feel restricted by them.

- Is Personal Knowledge important to children's and young people's education? Give your reasons.
- Is school the best place for children and young people to encounter Personal Knowledge?
- Is RE the best subject for children and young people to encounter Personal Knowledge?
- Give examples of good ways of integrating Personal Knowledge into teaching.
- Is it possible for a teacher to notice if integrating Personal Knowledge into teaching and learning has a positive or negative impact on pupils?
- Is there anything else you want to say about Personal Knowledge in relation to teaching and learning in RE?

Part 3. Evidencing PK for inspection

This part of the discussion is about Personal Knowledge in relation to internal (ie within the school) or external (ie Ofsted or other inspection body) inspections. In your group discuss your experiences of internal/external inspections; whether or not you have been asked to evidence Personal Knowledge; and strategies for evidencing Personal Knowledge. Use the prompts below to help drive your discussion, but don't feel restricted by them.

- If you were asked to evidence Personal Knowledge for an inspection, how would you do this?
- Are there any difficulties or challenges in evidencing Personal Knowledge for inspection?
- Has Personal Knowledge, or a similar idea, been a focus of an inspection you have experienced? Was this in the context of RE? Can you describe what happened?
- Do you think Personal Knowledge should be a focus of inspection, or not?
- Do you want to say anything else about Personal Knowledge and inspections?

After the focus-groups has finished



- The focus-group discussion should last about 30 minutes; allocating approximately 10 minutes per discussion topic.
- After the focus-group has finished, note-taker 1 from each focus group will be asked to give a brief oral summary of key points for everyone in the room to hear. Then note-taker 2 from each group; then note-taker 3 from each group.
- Any further whole-group discussion generated by this feedback will be written down by the workshop facilitator.
- At the end of the feedback from each focus-group, hand all written notes and other papers to the workshop facilitator.
- The workshop facilitator will meet with Dr Emma Salter to feedback the discussion points and return the written notes and register to her.

Any questions....?



Diocese of Norwich
Education and
Academies Trust

Let's get started!

**Thank you for joining in with this
focus-group discussion for the
Personal Knowledge in RE project!**

Plans for 2024-25



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust

What are your ideas for our group next year?

What would you like to see included?



RE Update June 2024



Diocese of Norwich
Education and
Academies Trust



- Joint action research project with DNEAT RE Ambassadors – writing Theology Exemplification Plans.
- A walking tour of places of worship in Norwich.
- How to grow pupil voice in RE.
- Piloting Personal Knowledge in RE toolkit from Huddersfield University.

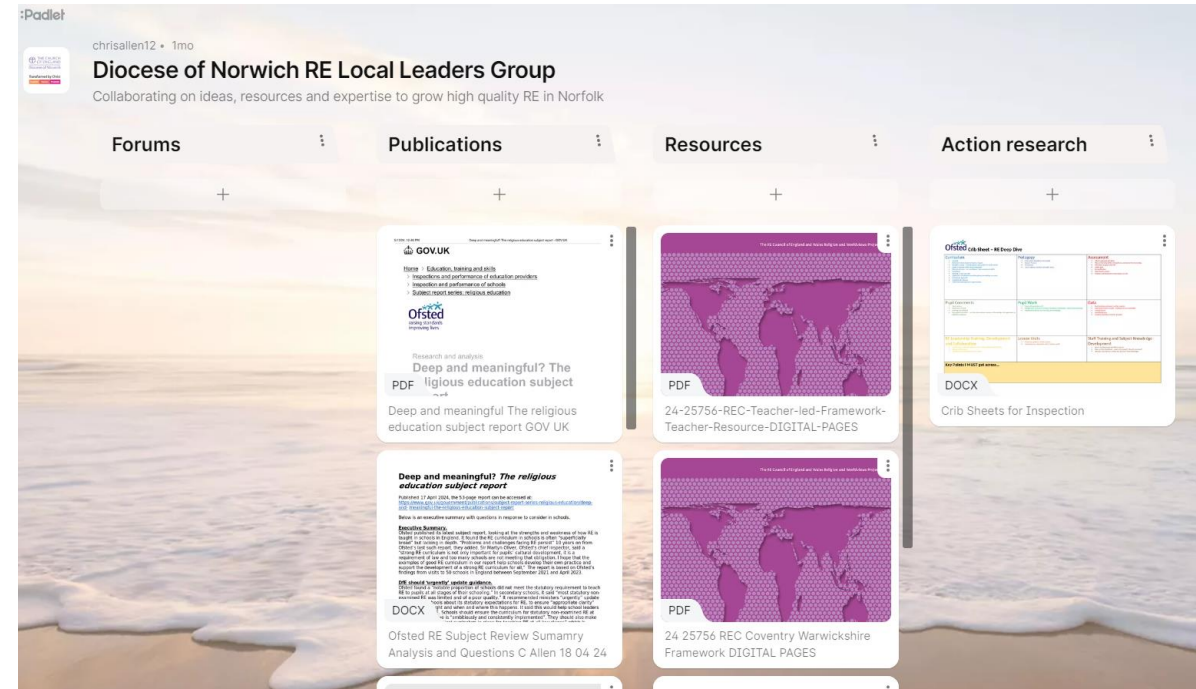
Questions...



RE Local Leaders June 2024

Our NEW RE Local Leaders PADLET

<https://padlet.com/chrisallen12/diocese-of-norwich-re-local-leaders-group-n75xbd6c38tnk8n8>



RE Local Leaders June 2024

**THANK
YOU!**

chris.allen@dioceseofnorwich.org

X: ChrislindyJ