

# RE Local Leaders

## 7 October 2024

1.30-4.30pm

Chris Allen

RE Adviser – Diocese of Norwich

 THE CHURCH  
OF ENGLAND  
Diocese of Norwich

Transformed by Christ

Prayerful Pastoral Prophetic



# RE Local Leaders October 2024

Aims of the session:

- RE Local Leaders will have received an update on local, regional and national RE events and resources.
- RE Local Leaders will begin to explore the new action research project for 2024-25
- RE Local Leaders will receive an input on the new SIAMS Framework Sept 2024 and RE – focus on headlines from the 2023/24 National SIAMS Report
- RE Local Leaders will have the opportunity to network and share ideas, resources and best practice in RE.



# RE Local Leaders October 2024



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**Regional and National  
Update**



## 2023-24 Annual SIAMS Report

- 904 inspections nationally – 24 in our diocese.
- 98.5% nationally Judgement 1, 1.5% Judgement 2. (17 schools nationally)
- 100% judgement 1 in our diocese (one was borderline).
- rigorous quality assurance ensure high quality.
- 252 inspectors, 280 by Dec 2024, 300 by July 2025.



## J2 overview

- 17 in total – 1.9% of all inspections
- J2s in 14 dioceses of which 12 had 1 school, 1 had 2, and 1 had 3
- 40% academies/60% maintained
- 9/17 only 1 reason/IQ for the J2
- 8/17 schools had more than 1 reason/IQ for the J2, of which...
- 5/8 had more than 2, of which...
- 2/5 had 3
- 1/5 had 4
- 2/5 had 5
- 11/17 schools had RE (IQ6 &/or IQ7) as a reason for the J2
- Of the 9 with 1 reason, 6 were RE (IQ6 &/or IQ7)



# 2023-24 Annual SIAMS Report

## IQ6&7

- most common IQ cited as a strength and an AfD.
- RE is under resourced in schools and in national context.
- common AfDs around Christianity as a global faith, teaching of other faiths to same standards as Christianity, assessment to lead to improvement in RE, subject knowledge / cpd of staff, monitoring of RE that leads to improvement.



## 2023-24 Annual SIAMS Report Recommendations

### Religious education

4.1. Paying no attention to the five-yearly SIAMS inspection cycle, audit RE and regularly access high-quality and relevant expert training. This should include a focus on Christianity as a global faith, faiths other than Christianity, assessment, monitoring and evaluation, and ongoing professional development for all teachers of RE.

4.2. Ensure that resource decisions have a positive impact on the quality of teaching and learning in RE. This includes ensuring that teachers are appropriately trained and equipped, and that decisions related to the RE curriculum and its resourcing are well-informed thereby giving pupils in all year groups the highest possible quality provision.

4.5. Take note of the information and guidance that is available in the National Content Standard for RE and of the expectations set out in the Church of England Statement of Entitlement for RE.



IQ6 With reference to the expectations set out in the [Church of England Statement of Entitlement for Religious Education](#), how do school and trust leaders ensure that religious education is effective?

- 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?
- b. How do school and trust leaders ensure that the religious education curriculum is **challenging, accurate, well-sequenced, well-balanced, relevant, and diverse**?
- c. How do school and trust leaders ensure that religious education is **well-resourced**, and that **continuing professional development for all staff has an impact on the effectiveness of the curriculum**?
- d. In a (former) voluntary aided school, what is the **quality of teaching, learning, and pupil progress** through a **balanced and well-structured religious education curriculum**?





Questions...



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RE Research, Articles, Books and  
Blogs...





<https://www.regrants.org.uk/>

*The Jerusalem Trust*

**RE Grants**  
for schools

**The Jerusalem Trust's Small Grants to Schools Scheme supports the teaching of Christianity within Religious Education. The scheme operates by providing schools with grants of up to £600 to purchase Christianity resources for use in RE lessons.**

The scheme is open to state funded schools in England and Wales.

Primary school grants are still available this Autumn term. Please apply as normal.

Please read the grant [Criteria](#) and [FAQs](#) before applying.

Unfortunately we have no more secondary school grants available this Autumn term due to high demand. Please DO NOT apply for a secondary school grant until the Spring term.

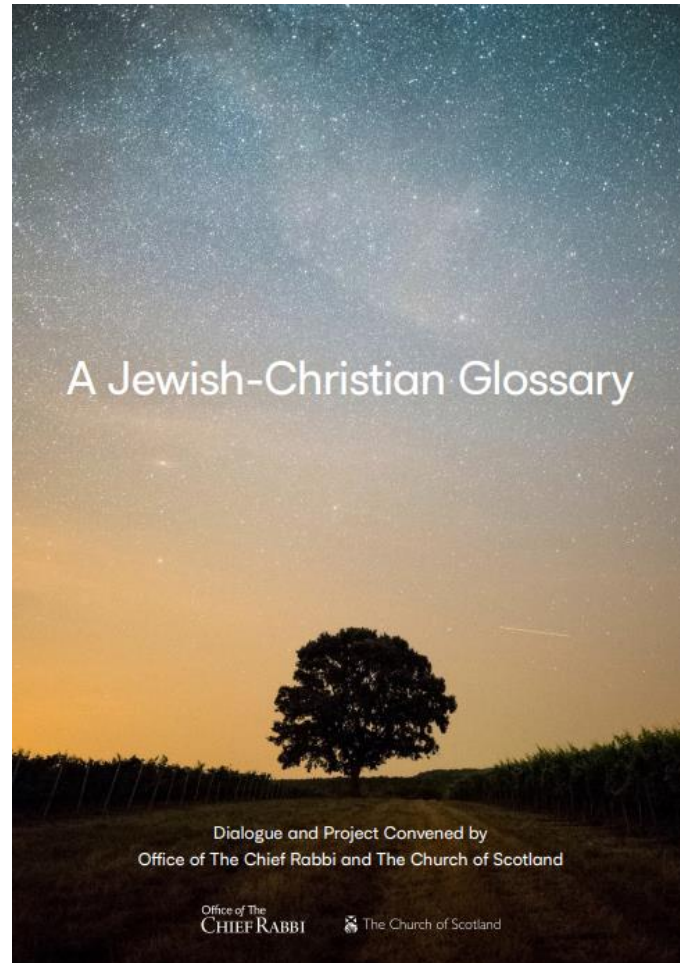
(Posted: 20.09.2024 20:45)

**The grant application process for Autumn term 2024 is still open for primary schools.**

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[ocr23-01\\_a-jewish-christian-glossary\\_a4\\_v4.pdf \(churchofscotland.org.uk\)](https://www.churchofscotland.org.uk/ocr23-01_a-jewish-christian-glossary_a4_v4.pdf)

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## Inter Faith Week

10-17 November 2024

[www.interfaithweek.org](http://www.interfaithweek.org)



[www.interfaithweek.org/resources/schools#resources](http://www.interfaithweek.org/resources/schools#resources)



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**The  
Faith  
& Belief  
Forum**



<https://faithbeliefforum.org/resources/schools-skills-for-dialogue-primary/>

Schools: Skills for  
Dialogue lesson  
plans, primary  
schools



## 1 BUILDing a Safe/Shared Space



Suite of six lessons, with lesson plans, PPTs, videos and resources to support creating safe spaces to talk in RE.

## 2. Identity



Suite of 3 lessons with plans and associated resources to explore religious identity.

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## Controversial issues in RE

On the page you will find links to a number of resources and websites that seek to help teachers navigate controversial and sensitive issues in the classroom. A controversial issue is often that might cause children and young people to get upset and argue, so this pod centers around advice from a range of different places and people around how to deal with potential disagreements and arguments in the classroom. For us as teachers it is about finding and using research evidenced based approaches to help our pupils learn about difference and diversity.

|  |  |   |  |
|--|--|---|--|
| Addressing extremism through the classroom - UCL                           | Anti-racism and mental health in schools - Anna Freud        | Anti-racist RE - NATRE  | BAMEd website  |
| Building resilience project - ACT  | Bullying and Belief Toolkit                                  | Challenging Religious and Non-religious worldview stereotypes | Courageous Conversations   |
| Democracy, protest and challenge!  | Educate Against Hate   | Educate Against Islamophobia                                  | Faith & Belief Forum Sensitive Issues  |
| Holocaust Education Trust  | Hope not Hate  | List of resources for tackling contentious issues             | Philosophy for Children (P4C) section in Upskill                                 |
| PSHE Association: Belonging and community                                  | Race and Racism in Secondary schools                         | RE & Worldviews pedagogy introductions for teachers of RE     | REC: Teaching contentious Topics   |
| Research: Using drama to engage with controversial issues in the classroom | Sensitive Issues (2024) - Faith and Belief Forum             | Stand Up Education  | Talking with children and young people about race and racism - British Red Cross |
| Teaching and dealing with controversial issues in RE                       | Teaching Controversial Issues - A guide for teachers - Oxfam | Teaching Controversial Issues - ACT                           | Teaching Controversial Issues - Amnesty International                            |
| Teaching controversial Issues - Council of Europe                          | Welsh Government Anti-racist journey                         | What's the Point - podcast                                    |  |



[www.re-hubs.uk/upskill/controversial-issues-in-re](http://www.re-hubs.uk/upskill/controversial-issues-in-re)



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<https://gatbb.co.uk/sparks-resources/>

## DISCUSSION



Health & Body



Mystery & Wonder



Truth & Proof



God & Creation



Robots & Artificial Intelligence



Time & Space



Earth & Nature



Knowledge & Research



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Knowledge ▾

Resources

Research

Leadership

Professional Development



## Festivals Calendar

Filter festivals by

CHOOSE MONTH

2 selected ▾

SELECT RELIGION/WORLDVIEW

Relevance ▾



Submit

Our festivals calendar is provided by the [Shap Working Party](#). For a printed copy of this material, please visit their Calendar Page where access to the full text of the Shap Calendar Booklet can be purchased and downloaded, as can the Shap Calendar Wallchart, three PDFs and twelve Festival Photos.

[https://www.reonline.org.uk/festival-calendar/?filters=%7B%22may%22%3A%7B%22term\\_id%22%3A%2253%22%2C%22taxonomy%22%3A%22mont hs%22%7D%7D](https://www.reonline.org.uk/festival-calendar/?filters=%7B%22may%22%3A%7B%22term_id%22%3A%2253%22%2C%22taxonomy%22%3A%22mont hs%22%7D%7D)

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Research of the month

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

 **CULHAM ST GABRIEL'S**  
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

## A HOSPITABLE APPROACH TO RELIGION AND WORLDVIEWS EDUCATION 'A PEDAGOGY OF EMBRACE'

KATHRYN WRIGHT



**The questions**

- Could a Christian theology of hospitality help teachers in Church of England schools understand the purpose and place of RE?
- What would a pedagogical framework for RE based on a theology of hospitality look like?

**Methodology**

- Qualitative in nature
- Hermeneutical, theological-philosophical enquiry: Analysis of biblical and conceptual literature
- Active Contemplation on Christian-Judeo art and sculpture

**A hospitable approach**

- **Ontological:** being the teacher
- **Inclusive:** intentionally including those on the margins
- **Relational:** being hosts and guests,





## How should controversial issues be handled in the classroom?

In the second of his two-part series, Karamat Iqbal looks at how to teach pupils about controversial issues and instil confidence in staff.

<https://blog.optimus-education.com/how-should-controversial-issues-be-handled-classroom>





[www.diverseeducators.co.uk/using-stories-and-voices-to-combat-the-narrative-of-antisemitic-hate-opportunities-afforded-by-the-curriculum-for-wales/](http://www.diverseeducators.co.uk/using-stories-and-voices-to-combat-the-narrative-of-antisemitic-hate-opportunities-afforded-by-the-curriculum-for-wales/)

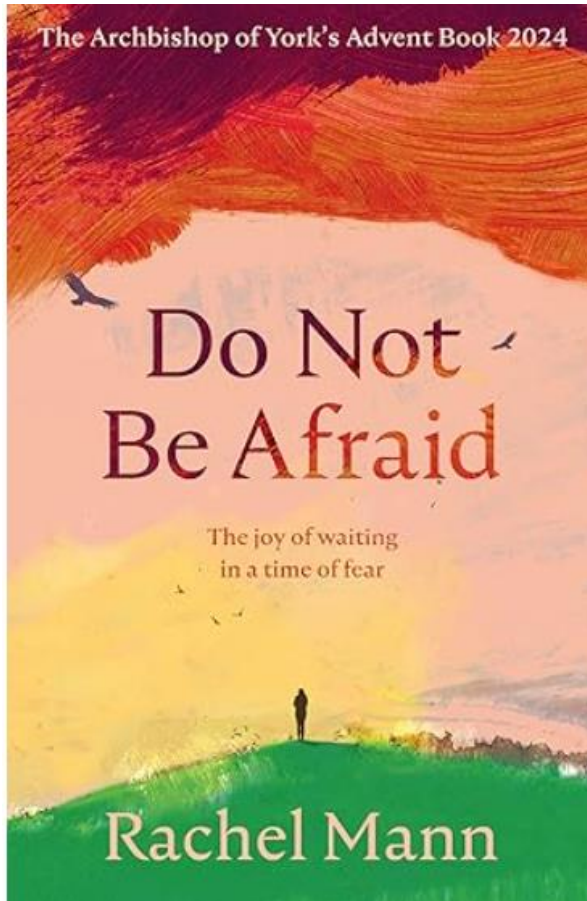
## Using stories and voices to combat the narrative of antisemitic hate:



Jennifer is currently on secondment working as RVE and RSE adviser to schools across three local authorities as well as RVE adviser to the SACRE's in each of the three authorities. She is passionate about education and especially keen on ensuring that social justice and equity are at the heart of all RVE and RSE curriculum planning, development and pedagogy within the Curriculum for Wales. She is the RE Hubs lead for Wales and a member of the steering committee for the Welsh Jewish Heritage Centre. She has previously worked as a freelance educator for the Holocaust Education Trust and has an MA in World Religions.

According to a recent report (ref 1), there were three times the numbers of antisemitic incidents reported across Wales in 2023, compared with 2022. The incidents which included threats, abusive behaviour and assault, represent a rise of 338%.

Wales is the first, and so far, the only home nation to have made the teaching of Black, Asian and Minority Ethnic histories a



## Archbishop York's Advent Book 2024

**'Waiting can be beautiful and, at least sometimes, it takes us to the heart of the Holy.'**

As much at home with *Strictly Come Dancing* as the mystical writings of Julian of Norwich, Rachel Mann writes with disarming verve of something we all experience - waiting.

It may seem unlikely when you're stuck on a train, or nervously anticipating hospital treatment, or simply fearful of an uncertain future, that there is treasure to be found in the waiting. Yet the Psalmist says, 'I waited patiently for the Lord; he inclined to me and heard my cry.'

These luminous meditations tell stories of God waiting with us when we're in fear or distress; of coming - bidden or unbidden - to relieve our loneliness; of disconcerting us, desiring us and surprising us with joy... Most of all they remind us that Jesus Christ comes into the world as one long waited for; as the servant who waits on others; as the one on whom we are, adoringly, called to wait.

Covering 4 weeks, each meditation ends with a prayer and questions for reflection, which may be used by individuals or groups.



## Questions...



# **RE as part of the National Curriculum & Assessment Review**

25 September – 22 November 2024





## **RE as part of the National Curriculum & Assessment Review**

- For a quarter of a century, young people in England have benefitted from a determined commitment to high standards for all within our state education system.
- The UK has maintained its place alongside Canada and Scandinavian countries as a rare international exemplar of comprehensive provision for all to age 16, ensuring that all children and young people have access to a broad and balanced curriculum for as long as feasible, thereby enhancing their options and life chances.
- This hard-earned success reflects the dedicated work of teachers and leaders across the education profession.
- Nevertheless, there is much to be done to ensure that all children and young people gain the foundational and advanced learning that sets them up to achieve, thrive, and foster a lifelong love of learning.
- Through this review we'll focus on the most significant areas for improvement, with particular concern for supporting children and young people who are from socioeconomically disadvantaged backgrounds, those with a special educational need or disability (SEND) and those who are otherwise vulnerable.

## **Call for evidence**

Launch date 25 September 2024

Respond by 22 November 2024

Curriculum and  
Assessment  
Review

Supported by  
Department  
for Education



## **Why does the review matter?**

- The curriculum and assessment system must ensure that young people leave education prepared for life and work, equipped with the knowledge, skills and attributes they need to thrive and become well-rounded citizens, who appreciate the diversity and pluralism of our society.
- Every pupil, across all key stages, should have an experience of education that is both stimulating and enjoyable and that provides them with the foundation and motivation to pursue lifelong learning.
- To achieve these goals, we need to ensure that all young people have access to a rich and fulfilling curriculum, meaningful qualifications and assessments that are manageable, valid, fair and reliable. This call for evidence will help us to understand the wide range of views and evidence on the best way to achieve this.

## **What is the scope of the review?**

- The Review will seek to identify the most significant and pressing issues facing curriculum and assessment.
- We will focus on addressing these without destabilising the system, making changes where things are working well, or where there is insufficient evidence to warrant change.
- In short, we seek to bring about evolution, not revolution.

## **Call for evidence**

- Section 1: About you
- Section 2: General views on curriculum, assessment and qualifications pathways
- Section 3: Social justice and inclusion
- Section 4: Ensuring an excellent foundation in maths and English
- Section 5: Curriculum and qualification content
- Section 6: A broad and balanced curriculum
- Section 7: Assessment and accountability
- Section 8: Qualification pathways 16-19
- Section 9: Other issues on which we would welcome views



## **Section 2: General views on curriculum, assessment, and qualifications pathways**

10. What aspects of the current a) curriculum, b) assessment system and c) qualification pathways are working well to support and recognise educational progress for children and young people?

11. What aspects of the current a) curriculum, b) assessment system and c) qualification pathways should be targeted for improvements to better support and recognise educational progress for children and young people?



## **Section 3: Social justice and inclusion**

12. In the current curriculum, assessment system and qualification pathways, are there any barriers to improving attainment, progress, access or participation (class ceilings) for learners experiencing socioeconomic disadvantage?

13. In the current curriculum, assessment system and qualification pathways are there any barriers to improving attainment, progress, access or participation which may disproportionately impact pupils based on other protected characteristics (e.g. gender, ethnicity)?

14. In the current curriculum, assessment system and qualification pathways, are there any barriers in continuing to improve attainment, progress, access or participation for learners with SEND?

15. In the current curriculum, assessment system and qualification pathways, are there any enablers that support attainment, progress, access or participation for the groups listed above?



## **Section 6: A broad and balanced curriculum**

28.To what extent does the current primary curriculum support pupils to study a broad and balanced curriculum? Should anything change to better support this?

29.To what extent do the current secondary curriculum and qualifications pathways support pupils to study a broad and balanced curriculum? Should anything change to better support this?

30.To what extent do the current qualifications pathways at 16-19 support learners to study a broad curriculum which gives them the right knowledge and skills to progress? Should anything change to better support this? 31.To what extent do the current curriculum (at primary and secondary) and qualifications pathways (at secondary and 16-19) ensure that pupils and learners are able to develop creative skills and have access to creative subjects?



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Please feel free to respond individually as well, the link is:

<https://www.gov.uk/government/calls-for-evidence/improving-the-curriculum-and-assessment-system>

I will also be part of the teams forming a national response about RE for:



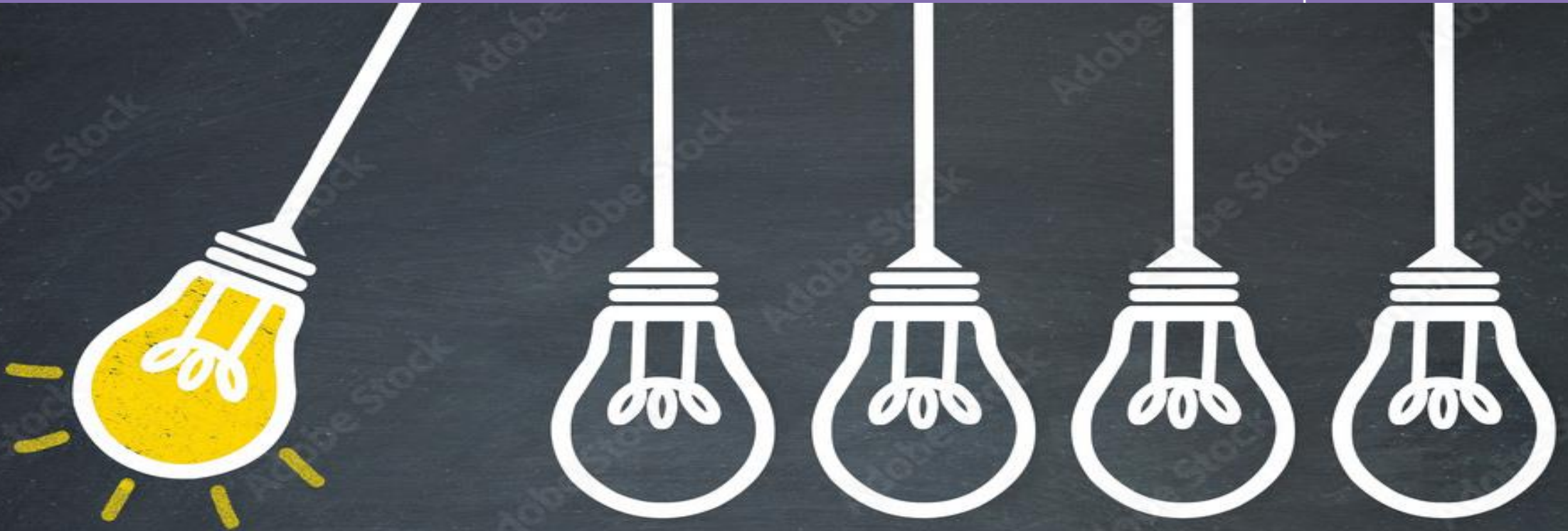


# Break

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# BEST PRACTICE SHARING



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## Action Research Project 2024-25







## Pupil Knowledge Organisers



We will have a go in  
this session...



## Planning Project Timeline 2024-25



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| Year Group | Enquiry 1  | Enquiry 2   | Enquiry 3   | Enquiry 4   | Enquiry 5  |
|------------|--|---|---|---|--|
| EYFS       | Why is the word God so important to Christians?<br>Christian   | Why do Christians perform nativity plays at Christmas? Christian                              |   | Why do Christians put a cross in an Easter Garden?<br>Christian                 | Should Noah trust in God?  |
| Yr1        | What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish<br>Belinda        | How does a celebration bring a community together? Muslim, Christian                          | What do Jewish people remember on Shabbat?<br>Jewish<br>Katie   | What does the cross mean to Christians?<br>Christian<br>Emma                    | How did the universe come to be?<br>Hindu, Christian                             |
| Yr2        | Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu<br>Rachel / Jackie | What does the nativity story teach Christians about Jesus? Christian                          | How do Christians belong to their faith family?<br>Christian  | How do Jewish people celebrate Passover (Pesach)?<br>Jewish<br>Belinda          | Why do people have different views about the idea of God?<br>Multi/Humanist      |
| Yr3        | How do people express commitment to a religion/ worldview in different ways?<br>Hindu or Jewish/Sikh/ Ellie  | Christian What is the Trinity?<br>Christian Karen/ Teresa                                     | What is philosophy? How do people make moral decisions?<br>Christian/Humanist<br>Katy McKay                     | What do ____ believe about God?<br>Muslim                                       | What difference does being a ____ make to daily life?<br>Muslim                  |
| Yr4        | Where do religious beliefs come from? Christian<br>Matt Lane   | What do we mean by truth? Is seeing believing?<br>Multi, including Sikh views on God as truth | How do/have religious groups contribute to society and culture?<br>Hindu/Christian<br>Katie                     | Why is there so much diversity of belief within ____?<br>Christian<br>Matt Lane | Includes some theological aspects<br>What does sacrifice mean?<br>Multi/Humanist |
| Yr5        | Is believing in God reasonable?<br>Multi/Humanist  | How has belief in ____ impacted on music and art through history?<br>Christian/Muslim         | What can we learn about the world/knowledge/ meaning of life from the great philosophers?<br>Buddhist/Christian | What difference does the resurrection make to Christians? Christian<br>Emma     | How do ____ make sense of the world? Hindu                                       |
| Yr6        | How and why does religion bring  | How do ____ explain   | What does it mean to be human?  | Creation or science:  | How do beliefs shape identity for  |

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Let's have a look at one Katy has done...

# RE Local Leaders October 2024

Questions...



# RE Local Leaders October 2024

## RE Local Leaders 2024-25

- Wednesday 22 January 2025 4-5.30pm
- Wednesday 11 June 2025 4-5.30pm





# RE Local Leaders October 2024

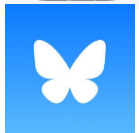
Please take 5 minutes to complete  
feedback for today's session.

**THANK  
YOU!**

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@ChrislindyJ



@callen1234.bsky.social



<https://forms.office.com/e/F41eXYJgfn>