

RE Local Leaders

27 January 2025

2-4.30pm

Chris Allen

RE Adviser – Diocese of Norwich



Aims of the session:

- RE Ambassadors will have received an update on local, regional and national RE events and resources.
- RE Ambassadors will begin to explore the new action research project for 2024-25
- RE Ambassadors will receive an input on an aspect of the RE Inspection Questions of the new SIAMS Framework.
- RE Ambassadors will have the opportunity to network and share ideas, resources and best practice in RE.



RE Ambassadors January 2025



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**?

IQ7 What is the quality of religious education in voluntary aided or former voluntary aided schools?

- a) What is the **quality of teaching**?
- b) How well do **pupils make progress** in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does **assessment inform teaching and learning**?

Quality of Teaching in RE

SIAMS will draw on your evidence to make a judgement on quality of teaching of RE, inspectors won't watch lessons. They may undertake a learning walk. Your evidence base needs to be robust and broad in nature, ideally with some external validation. Some examples are below:

Lesson visits

Pupil interviews

Work moderation

Questionnaires for
pupils and staff

Assessment

REQM Award

DSSO ROV / RE
Adviser ROV/ AGEP

Governor
Monitoring

Reference to RE
National
statement for
Entitlement.

The RE National Statement for Entitlement says about Quality of Teaching of RE:

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Pupils making progress in RE

Inspectors will be interested in where pupils learning starts, what is added and what they know by the end of a sequence of RE learning.

Start and end points
evidence

KWL Grids

Acquisition of
knowledge (disciplinary
and substantive)

Acquisition and
application of ways of
knowing (skills /
methods)

Does mark and
feedback provide next
steps in Re and do
pupils respond in their
learning?

Reference to RE
National Statement for
Entitlement.

The RE National Statement for Entitlement says about progress in RE:

In all Church schools **progress in RE should be significant** and **attainment high** enabling pupils to **develop confident religious literacy**.

Assessment to inform teaching and learning in RE

Inspectors will be interested in how you assess to inform future RE teaching and learning. Also, how this is moderated and benchmarked.

Systems used to mark and provide feedback.

RE next steps.

Internal and external moderation.

Benchmarking school standards to diocese and beyond.

Reference to RE National Statement for Entitlement.

The RE National Statement for Entitlement says about assessing RE.

Whilst there is nothing specific, assessment needs to be considerate of both the knowledge and skills identified in RE as well as the disciplinary lenses it is studied through.

... exploration of core concepts and questions... help form identity in a range of religions and worldviews... how these may change in different times, places and cultures

... a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

...a range of relevant disciplines including theology, philosophy and the human and social sciences.

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Questions...



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RE Research, Articles, Books,
Websites, Resources and Blogs...



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www.re-hubs.uk/upskill/resources/

Free Resources

Here is a selection of 'Free of Charge resources for you'. There are lesson plans, powerpoints, worksheets and games to support your classroom teaching.

School Phase: All

FILTER

Early Years

Films in RE

GCSE and A Level

Interfaith Resources

Organisations
Resources

P4C and RE

RE Glossaries

RE Stories

RE, Ethics and Science

RVE

Tackling issues in RE

Virtual Tours

Films in RE

Animation

BBC Teach secondary

BBC Teach: KS 1 & 2

Discovering Muslims in
Britain (film clips and
resources)

Faith and Belief Forum
films

Pennine Learning Films

RE Connecting
Lincolnshire films

RE Matters

Real People Real Faith
(Pan-Berkshire SACRE)

The Lived Worldviews
of Tower Hamlets

TRS-UK career films
with a degree in
Theology/Religious
Studies

True Tube

Understanding
Humanism films

Virtual Voices in RE
(VVRE) Project films

World Religion Day
Resources (19th Jan)
Baha'i resources

Worldviews in
Shropshire (Shropshire
SACRE)

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Diocese of Norwich
Education and
Academies Trust

Virtual Tours

Find below a selection of websites providing virtual tours for places of interest.

A virtual tour website for RE and SMSC (Cumbria DEC)	Buddhism, Warwickshire SACRE Religions of the world	Christian Canterbury Cathedral - Canterbury	Christian Westminster Abbey - London	Hindu, Sai Dham Temple - Nottingham SACRE and Carlton Junior Academy	Hinduism, Warwickshire SACRE - Religions of the world	Humanist Conway Hall - London	Islam 12 Virtual Tours - Find My Mosque
Christian, Newark Salvation Army - Nottingham SACRE & Barnby Road Academy	Christian, The Friary, Nottinghamshire SACRE & Lowdham CoE Primary School	Christian, Warwickshire SACRE - Religions of the world	Gurdwara Places of Worship Tour - Newcastle upon Tyne	Islam, Warwickshire SACRE - Religions of the world	Judaism, Hampstead Synagogue - London	Judaism, Salaam Shalom Kitchen, Nottingham SACRE & Robert Mellors Primary Academy	Judaism, UHC Synagogue - Newcastle Upon Tyne
Gurdwara Places of Worship Tour - Newcastle upon Tyne (Subtitled)	Hindu ISKCON Mandir - Newcastle upon Tyne	Hindu ISKCON Mandir - Newcastle upon Tyne (Audio described)	Hindu ISKCON Mandir - Newcastle upon Tyne (Subtitled)	Judaism, UHC Synagogue - Newcastle Upon Tyne	Judaism, UHC Synagogue - Newcastle Upon Tyne (Audio described)	Judaism, UHC Synagogue - Newcastle Upon Tyne (Subtitled)	Judaism, Warwickshire SACRE - Religions of the world
				Sikh Gurdwara Sri Guru Singh Sabha - Southall	Sikhi, Guru Nanak's Mission - Nottingham SACRE & Sir John Sherbrooke Junior School	Sikhi, Warwickshire SACRE - Religions of the world	True Tube Holy Cribs films (17 tours)

www.re-hubs.uk/upskill/virtual-tours/

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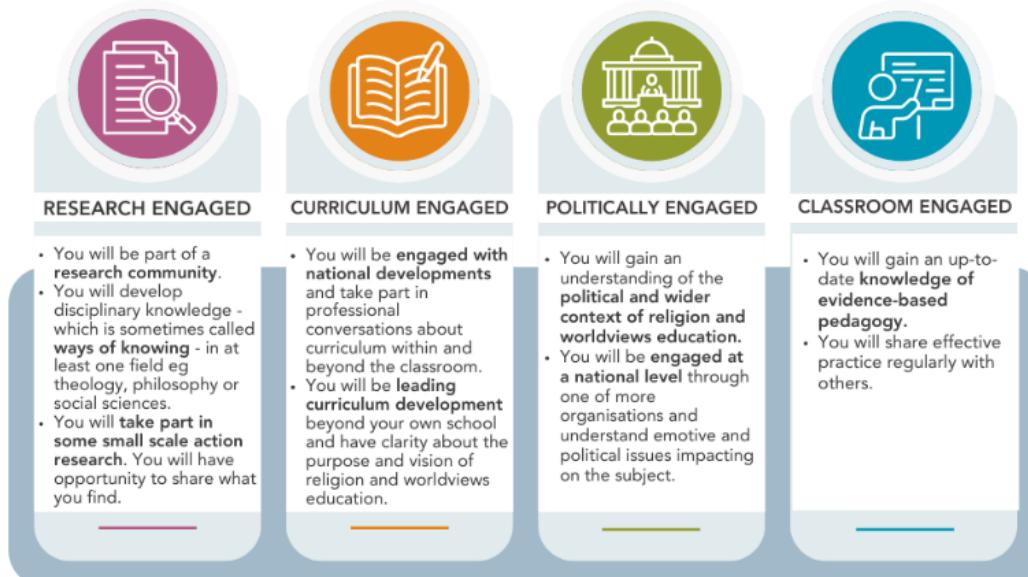
Leadership Scholarship Programme

Applications for the 2025-27 programme will open on the 20th January 2025, and close on the 21st of March 2025.

The leadership scholarship programme provides opportunities for emerging RE/RVE/RME leaders to expand and deepen their reflections on educational leadership in the subject, through receiving mentoring, structured challenges, research insights, inspirational networking events, and experience of professional development delivery.

The funded programme aims to develop leaders in the following four areas:

DEVELOPMENTAL OUTCOMES



www.cstg.org.uk/scholarship-programmes/leadership/

- Fully funded.
- Nationally recognised CPD.
- Allocated mentor.
- Regular input.
- All undertaken remotely (apart from 1 day face to face and the option to go to a national conference).
- **Applications open 20 January 2025.**

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EVENTS

In Conversation Event Registration

Should RE become part of a new national curriculum?

Wednesday 29th January 4.30-5.30pm

Hosted by Fiona Moss, Education and Programmes Manager, Culham St Gabriel's and featuring 4 guests:

Katie Freeman, Chair of NATRE and Primary school teacher

Paul Smalley, Co-chair of NASACRE and Strategic lead for Secondary ITE Edge Hill University

Kathryn Wright, CEO Culham St Gabriel's Trust

Ben Wood, previous chair of NATRE and Secondary RE Teacher

This event is FREE to attend and will be held on Zoom

www.cstg.org.uk/events/in-conversation-event-registration/

FREE online discussion
about should RE become
part of the National
Curriculum.

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

All of the keynotes and plenary session are now freely available to watch as recordings.

Topics in RE include:

- Researching worldviews communities – lived experience of RE in the classroom
- Disciplinary RE and AI
- A religion and worldviews approach
- Oak National Academy RE resources
- University and school links to support RE

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www.thearda.com/teaching/online-course

Exploring Religion is an online course from the American organisation, association of Religion data archives (ARDA). This social scientific course allows people to explore religion throughout America and across the globe. Most sessions include two to four readings, video interviews with social scientists (30-60 minutes) and guided exercises using data and information.

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Expressive Arts Day



**Tuesday 4 March 2025
10am-2pm £4.50 per pupil**

Suitable for KS2 pupils

Using music, dance, drama and art to explore Christians
expressing faith through the arts

book now: headofschools@cathedral.org.uk

Year 6 Leavers' Day



**Tuesday 1 July 2025
10am-2pm £4.50 per pupil**

Based on the story of the road to Emmaus, children will explore looking back, capturing the moment and moving on - using the Cathedral as inspiration. They will be sent out in prayer.

book now: headofschools@cathedral.org.uk

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Norwich Cathedral EYFS RE Day

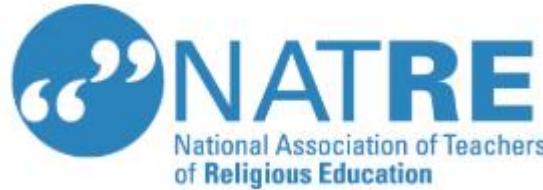
11 June 2025 10-1pm

**Based on the EYFS Unit – Can
Noah Trust in God (Philosophy)**

**Finishes with a Teddy Bear's
Picnic in the cloisters.**



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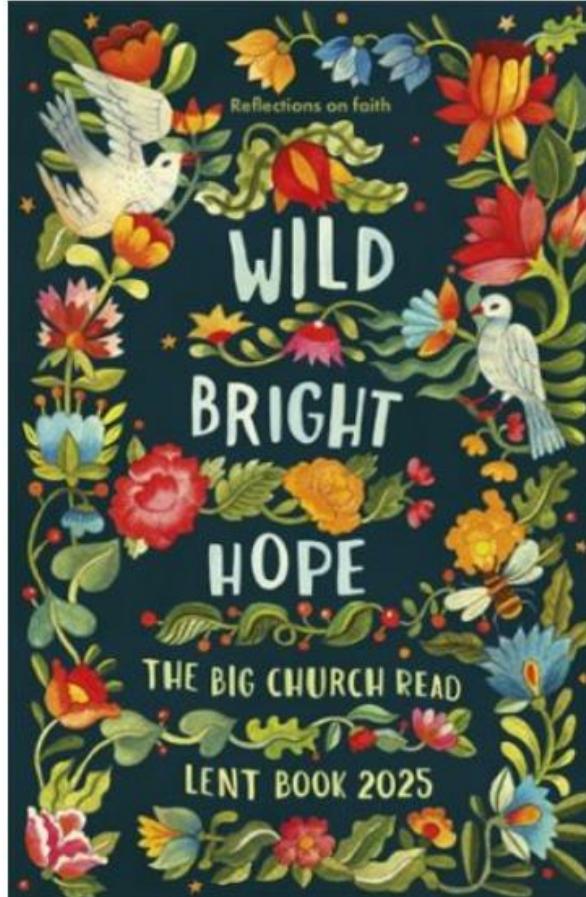


My Top Tips for Getting the Most Out of #REChatUK

- Don't forget the hashtag, #REChatUK. This ensures that your posts will be seen by other participants.
- Search for #REChatUK and view by latest tweets. Refresh every ten minutes or so to see the most recent posts.
- In addition to responding to the questions from the hosts, take time to read and engage with other replies. You will find lots of hidden gems to enhance your own teaching, and it will help you feel like part of the RE community.
- Use the bookmark feature to save tweets with resources or links so you can revisit them later.
- Start compiling an #REChatUK resource bank of links, documents, and ideas shared during the chats. This can be useful for department meetings or when you are working on your own projects.
- Use #REChatUK to find new members of the RE community. I always discover new teachers to follow during these chats.

#RECHATUK 2024/25:

Date	Theme	Host	Host
2nd December 2024	Networking in RE		
6th January 2025	Use of Technology In RE (inc AI)	Sarah Dennis	Chris Giles
3rd February 2025	Follow-up to Strictly RE	Katie Freeman	Joanne Harris
3rd March 2025	Stretch and Challenge in RE	Rachel Buckby	Jenni Rawlinson
7th April 2025	Oracy in RE	Catriona Card	Kelly Keatley



Wild Bright Hope

Reflections on Faith - The Big Church Read Lent Book 2025

This hugely heartening book on hope will galvanise readers into looking at the world and the challenges we're facing in a new way.

It gathers together a fantastic range of lively, up-and-coming writers who are willing to dig deep. Here they write passionately about what gives them hope, in reflections including Seeds of unity, A beautiful and messy awakening, Kingdom diplomacy across faiths, A vision for hope in politics, Wild paths of peace and Hope in suffering.

Wild Bright Hope urges us not only to embrace a more hopeful perspective, but also to consider how we ourselves might play a full part in bringing in the kingdom of God.

<https://spckpublishing.co.uk/wild-bright-hope-225>

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missdcoxblog
My views on Teaching & Education

Home
About me



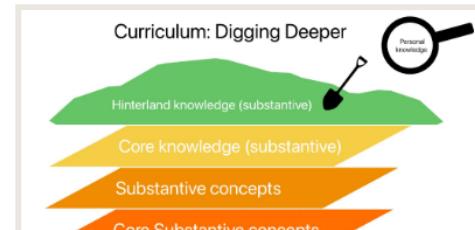
Search ...

Personal knowledge in action in RE

October 13, 2024 · Leave a comment · education, RE, teaching

Hopefully you've already read the [previous blog on what personal knowledge is and isn't](#). This blog is more about what it means for your classroom and ways that you might approach it.

I think that personal knowledge (PK) may be the least discussed (by teachers) part of my curriculum framework* (below) and therefore classroom examples are uncommon. Yet, it is an important aspect of studying RE as it enables students to consider their own position on what they encounter. It's important to remember that it doesn't stand alone; it functions when encountering the layers below.



An interesting blog on Personal Knowledge in RE and how we can harness it within the classroom.

<https://missdcoxblog.wordpress.com/2024/10/13/personal-knowledge-in-action-in-re/>

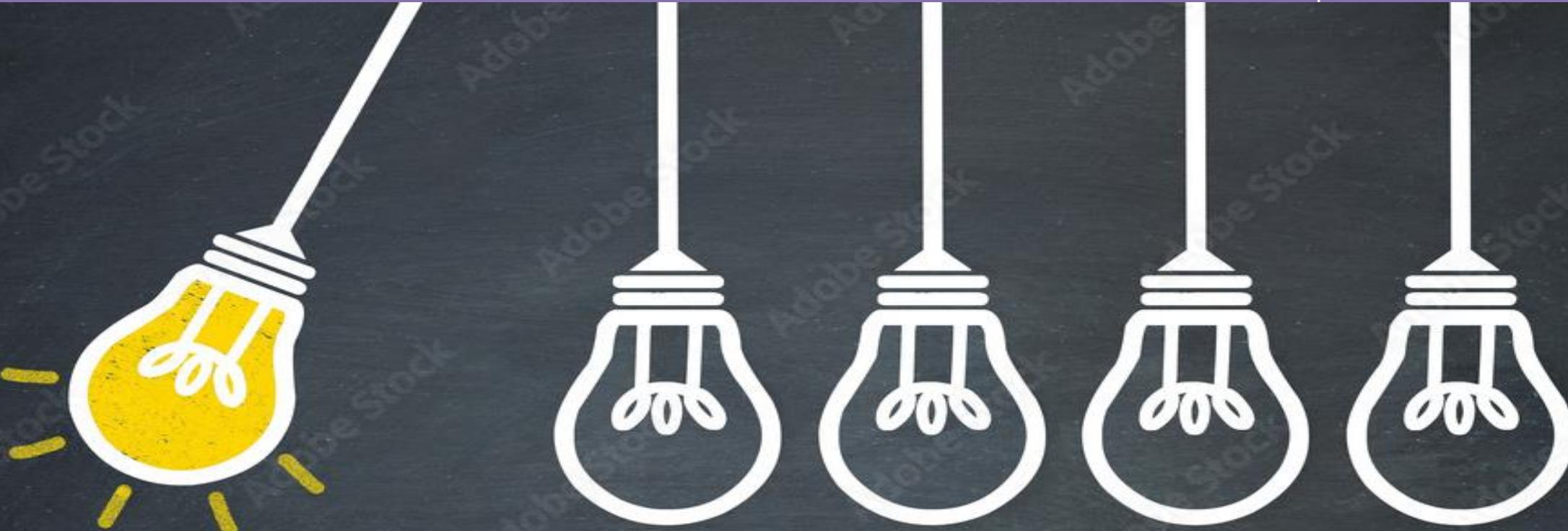
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Questions...

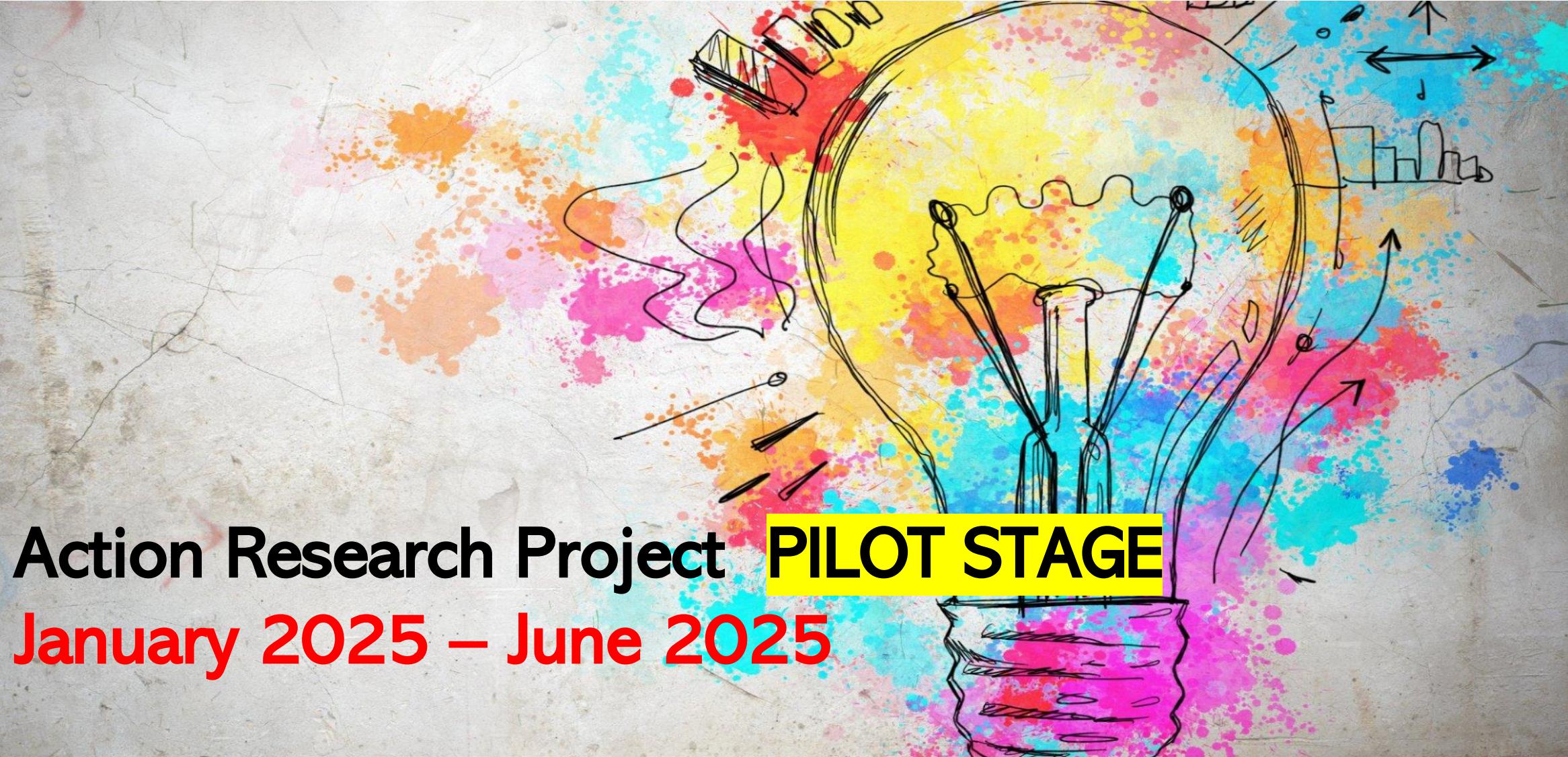


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BEST PRACTICE SHARING

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Action Research Project **PILOT STAGE**
January 2025 – June 2025

Theology Exemplification Plans



THANK YOU!!!!

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Pilot Timeline for Theology Exemplification Plans



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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? Christian	Why do Christians perform nativity plays at Christmas? Christian		Why do Christians put a cross in an Easter Garden? Christian	Should Noah trust in God?
Yr1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian
Yr2	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi/Humanist
Yr3	How do people express commitment to a religion/ worldview in different ways? Hindu or Jewish/Sikh/	Christian What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian/Humanist	What do _____ believe about God? Muslim	What difference does being a _____ make to daily life? Muslim
Yr4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contribute to society and culture? Hindu/Christian	Why is there so much diversity of belief within _____? Christian	Includes some theological aspects What does sacrifice mean? Multi/Humanist
Yr5	Is believing in God reasonable? Multi/Humanist	How has belief in _____ impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/ meaning of life from the great philosophers? Buddhist/Christian	What difference does the resurrection make to Christians? Christian	How do _____ make sense of the world? Hindu
Yr6	How and why does religion bring peace and conflict? Multi	How do _____ explain the suffering in the world? Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian	Creation or science: conflicting or complementary? Christian/Humanist	How do beliefs shape identity for _____? Muslim (prepare for KS3)

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Please encourage staff to use the pilot plans.

You may switch units of enquiry around to get more done in your school.

If a member of staff is currently doing a theology unit they may want to look at the pilot plan and compare.

We will review the plans through feedback and discussion in June 2025.

Any feedback you can collate from each unit would be helpful – see the attached form to get feedback.

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RE Theology Exemplification Plans
Pilot - Feedback Form



<https://forms.office.com/e/h7gfbesDbD>

Please encourage your staff to complete a survey after they finish piloting one of the new enquiry units.

The link and QR code is on each unit sent to you.

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RE Theology Exemplification Plans Pilot - Feedback Form

This form is to gather teachers feedback to trialling the new Theology exemplification plans in RE between January and June 2025.

* Required

1. What was the pilot plan you used? (e.g. Yr2 Enq 3) *

Enter your answer

2. Please state the school / academy you are part of: *

Enter your answer

3. How would you rate the pilot plan? *

- Really helpful and gave me ideas, resources and greater confidence to teach the enquiry unit.
- Useful and gave me some ideas, confirmed what i was doing and reassured my confidence.
- Was confusing and didn't provide me with enough detail, my confidence didn't improve from using the unit.
- Plan was not helpful, actually led to me not understanding the teaching of the enquiry and had a negative impact on my confidence in RE.

4. Please could you explain why you chose the answer you did for question 3? *

Enter your answer

5. Please could you list up to three things that could be improved or you would like to see added. to the unit you used. If you have nothing please write 'nothing to add'. *

Enter your answer

6. How would you rate the plan you used overall? 5 stars = excellent, 1 star = poor. *



Submit

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Questions...



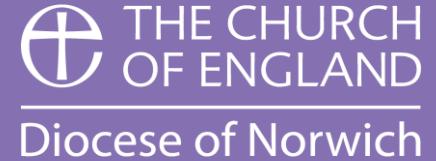
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RE Ambassadors 2024-25

- Wednesday 11 June 2025 4-5.30pm

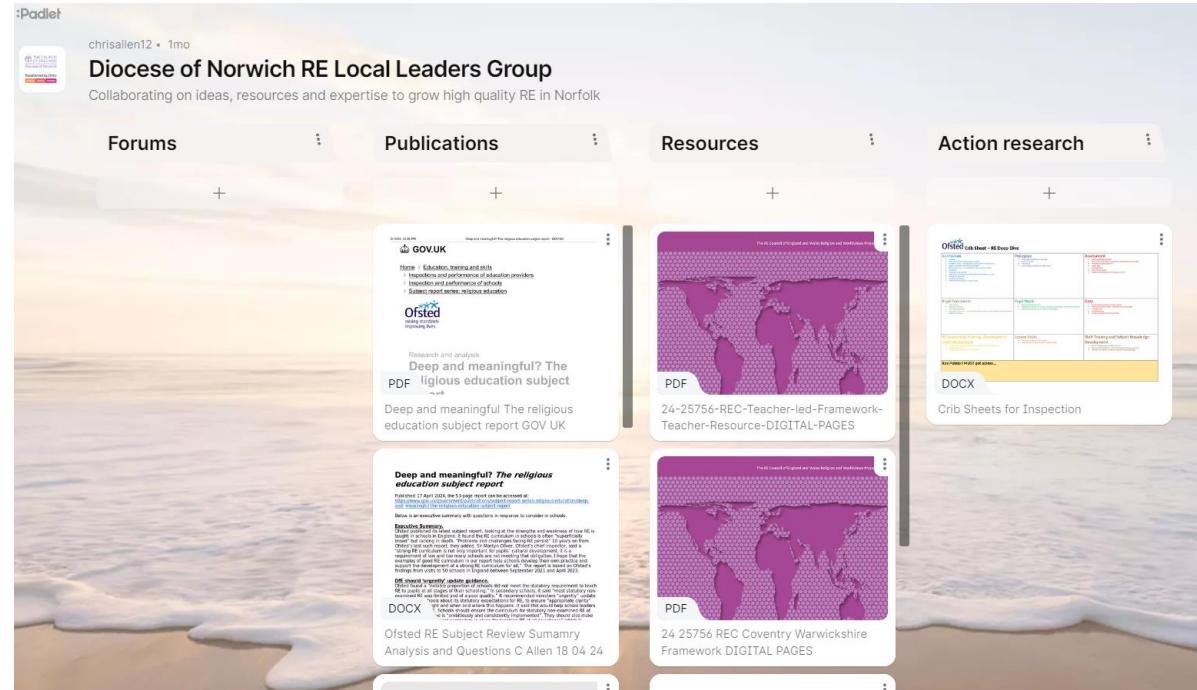


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Access resources and PPT through our padlet:

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



Please complete the pilot feedback!

RE Theology Exemplification Plans
Pilot - Feedback Form



<https://forms.office.com/e/h7gfbesDbD>

Dear teacher,
Now you have completed the pilot plan enquiry with your class, please take FIVE minutes to give some honest feedback which will help refine the plans for everyone to use. Thanks!