

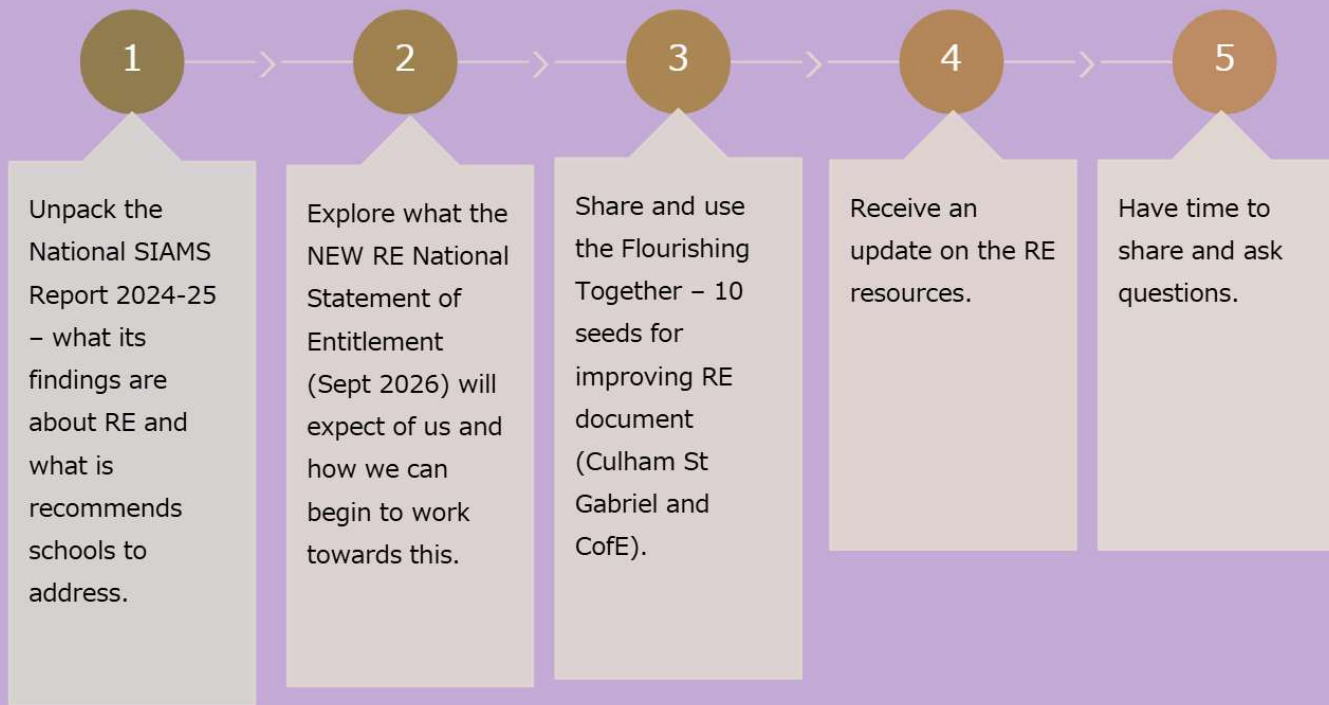
RE Local Leaders Autumn 2025

Chris Allen

RE Adviser – Diocese of
Norwich



In this session we will:



RE in the National SIAMS Report 2024-25

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Pages 8-9 & 11-13

 Statutory Inspection of
Anglican & Methodist Schools
National Society for Education

The Statutory Inspection
of Anglican and Methodist
Schools (SIAMS) Annual
Report

2024-2025



6.1 Unsurprisingly, given its provision and profile in a Church school, RE is frequently cited as both a school strength and/or development point in SIAMS reports.

Strengths: The effectiveness of the curriculum, effectiveness of subject leadership, and teaching and learning about Christianity.

Development Points:
teaching and learning about a range of religions other than Christianity

Development Point:
teaching and learning about worldviews

Development Point:
understanding of diversity within/diverse expressions of Christianity

Development Point:
assessment to support learning, and monitoring

Development Point:
evaluation of the subject to lead to improvements

6.2. The prevalence of development points related to RE suggests that there is, in some schools, a degree of uncertainty as to the purpose and place of RE in the curriculum

6.7. A further range of factors can be identified from inspection evidence that exacerbate the challenge to provide high quality RE in Church schools.

insufficient teacher subject
knowledge

the quality of CPD for those who
teach RE

ineffective assessment practices

timetabling pressures and decisions

Recommendations

6. Ensure that decision-making and resource-allocation enable subject leaders for RE to have access to the most up-to-date training and resources. This should align with the expectations set out in the Church of England Statement of Entitlement for RE.

7. Regularly access high-quality and relevant expert training for all who lead and teach RE. This should include a focus on non-religious worldviews, religions other than Christianity and an understanding of diversity within Christian belief and practice. It should also address issues of monitoring and evaluation of the subject to lead to subsequent improvement.

8. 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 evidence based.

9. Ensure leaders' decisions result in all pupils having high-quality RE provision, covering at the very least their legal entitlement

Key messages for inspectors

9/11 J2s cite RE.

Often cited as a Strength
& a Development Point in
the same report.

Both Strengths and
Development Points are
occurring in generally
comparative

numbers.

So, what appears
frequently as a Strength
also frequently appears as
a Development

Point.

This results in a patchy
picture nationally, with
diocesan adviser expertise
often being the

common/deciding factor in
the quality of RE in
schools.

Fragmentation and
postcode lottery.

In general terms, relative
strengths and relative
weaknesses are as follows.

Key messages for inspectors

Expert, informed leadership is essential in ensuring the RE curriculum is of a high quality.

Expert training for all teachers of RE elevates confidence and supports the delivery of an effective curriculum.

Corollary between a poorly crafted curriculum and/or lack of staff confidence in teaching RE and a poor understanding and use of assessment.

The work of governors is mixed in its effectiveness.

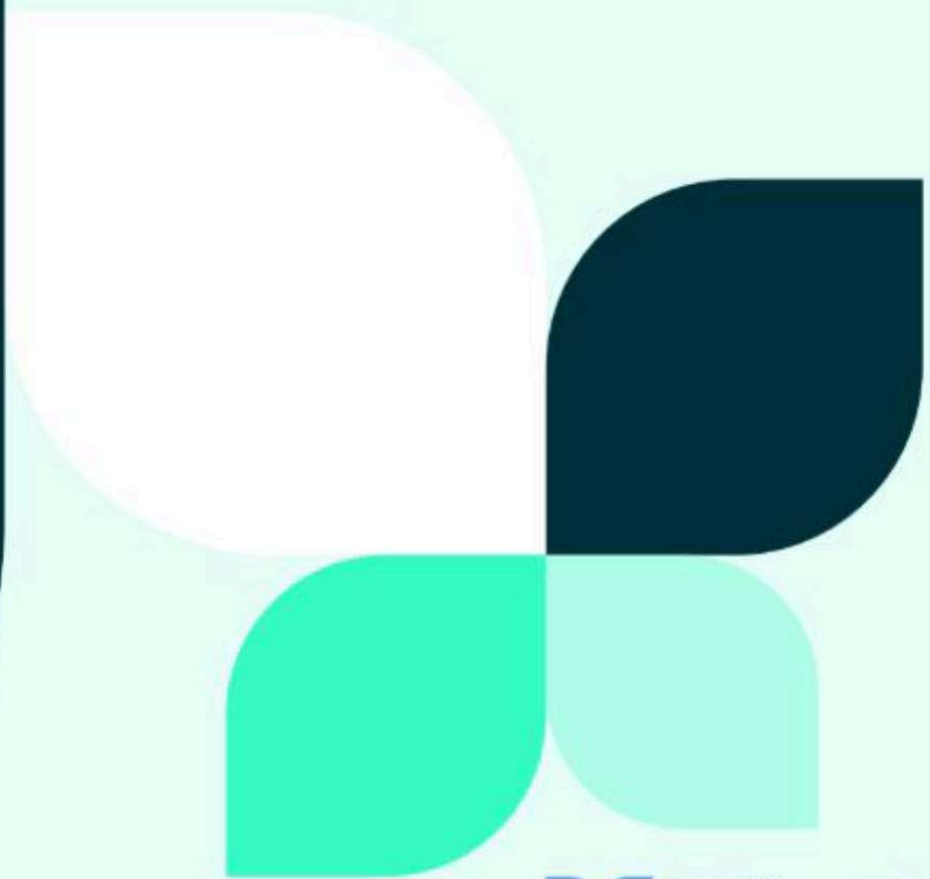
The need for high quality RE- Vision for Education and Flourishing Seeds.



**Any
Questions?**

How is this legacy addressed by:

RE Statement of Entitlement 2025



**National Society
for Education**

Church of England & Church in Wales

1. Ensuring equity and equipping the disadvantaged for life in society

'Religious instruction and attendance at worship were the cornerstones of the education offered to the poor.'

ALL pupils can expect:



WHAT THE EDUCATOR DOES IN TEACHING IS MAKE IT POSSIBLE FOR THE STUDENTS TO BECOME THEMSELVES.

Paulo Freire
We Make the Road by Walking

To be enabled to achieve highly

Safe, supportive spaces to explore personal worldviews

The opportunity... to engage in meaningful, respectful dialogue



1. Ensuring equity and equipping the disadvantaged for life in society

Teaching and Learning will:

- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.



WHAT THE
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respectful
dialogue



2. Investing in staff training...

Pupils can expect:

‘Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.’



What does this look like when teachers are non-specialists, perhaps with no prior experience of RE teaching themselves? What plans do the school have in place to support all teachers and develop subject expertise, e.g. through partnerships and RE communities?



2. Investing in... curriculum development

Pupils can expect:

‘A **sequenced curriculum** where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.

A **balanced curriculum**, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.’



How does the school translate its syllabus into a curriculum which equips pupils with the types of knowledge they need to make sense of their context, nation and world?



3. Seeing character development as integral to education

‘Though fear of social unrest was a major driver...’

Is this really still relevant today, 214 years later?

All pupils can expect:

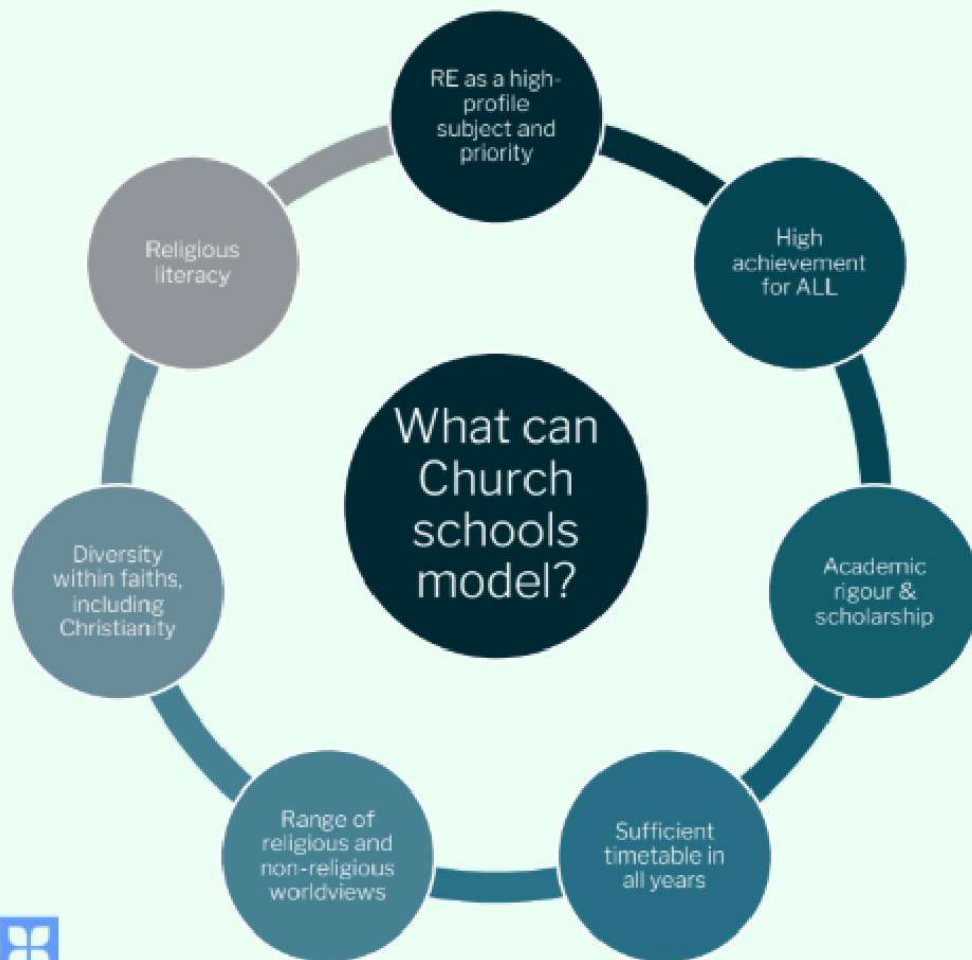
RE teaching which promotes religious and cultural understanding within communities and society.

In a Church school, RE should enable pupils to:

- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain’s cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.



Modelling a pattern for the sector and society



'The role of Church schools was to be less concentrated on the 'domestic' provision and more on the 'general', which is to say that the schools should be seen as a service to the whole community and not solely as a service to the Church.'

What is different and why?

Current

- Clearly references the **National Content Standard**
- Reflects best practice, drawing on recent and relevant research

Accessible

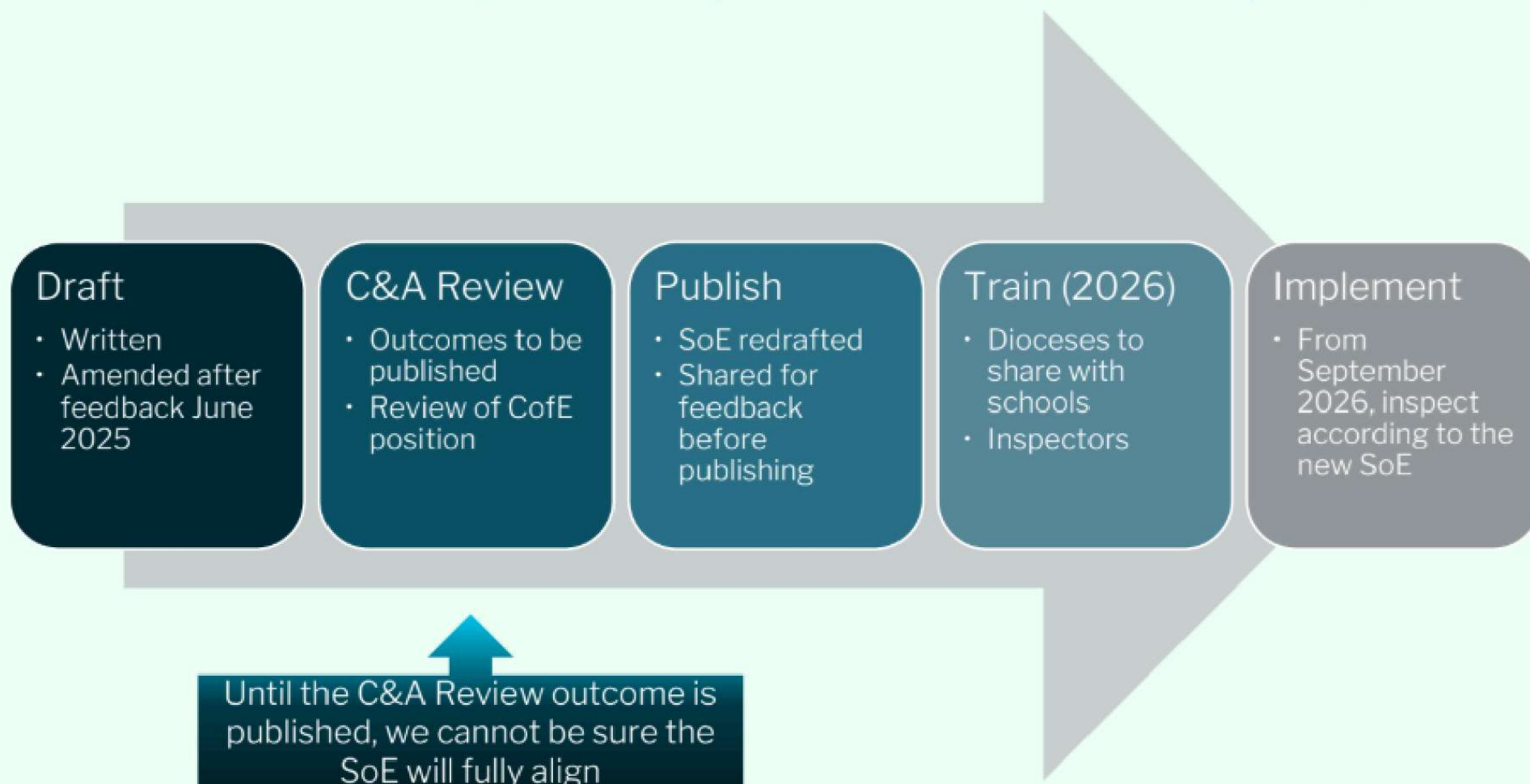
- Clarity for different audiences about what *they* can expect
- Bullets rather than extended prose (but NOT hierarchical checklists)

Clear

- Aims to give increased clarity to all audiences to reduce uncertainty
- Especially in areas relating to **equity** of provision, e.g. at KS4 and 5



What is the timeline for the new Statement of Entitlement (and why don't we have it yet!)?



In the meantime

Remember that none of this is new...

The 2019 SoE supports these aims too; what dialogue can therefore be held with schools about the role of RE in their schools and its impact on all pupils?



**National Society
for Education**

Church of England & Church in Wales

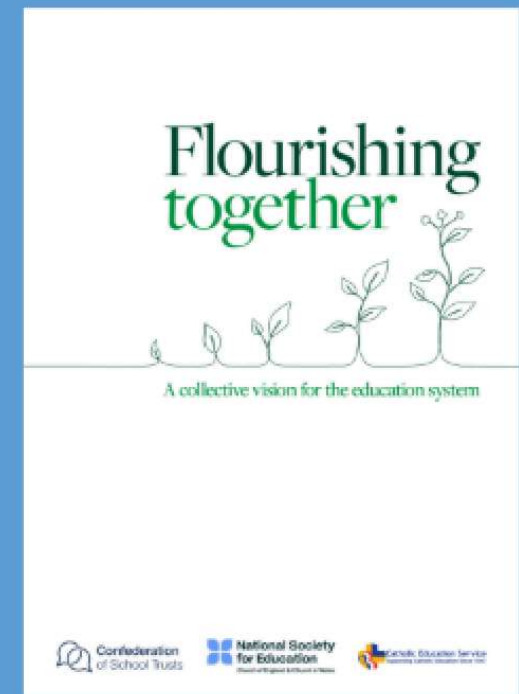


**Any
Questions?**



The approach underpinning this document

- Designed for school leaders – CEOs, headteachers, trustees, governors
- Takes each of the 10 seeds from *Flourishing Together*
- Outlines how schools can enable flourishing through RE
- Provides self-evaluation questions for school leaders



Flourishing Together through Religious Education

This guidance is inspired by [Flourishing Together: A collective vision for the education system \(2024\)](#). It takes each of the ten flourishing seeds and considers how these may be planted and grown through RE in all schools. This document has been developed in collaboration with the Church of England Education Office and has the support of the Catholic Education Service.

	Flourishing Seed	Through RE	Questions to ask
1	Deepening and broadening our collective thinking on flourishing in education 	High-quality religious education(RE) is an essential element of flourishing in education. It is rooted in the relational – a genuine and authentic understanding of one another. It seeks wisdom – through listening, learning and encounter as well as reflecting on and critiquing established sources of wisdom. It offers hope – through dialogue, pursuit of peace and positive community relations. It prioritises those on the margins – offering insight into under-represented groups and the most vulnerable. It makes a significant contribution to the spiritual flourishing of the whole school community - a vital element of human flourishing whether religious or non-religious. It provides knowledge – supporting pupils in their understanding of other subjects in the curriculum. Through RE pupils can begin to understand what they can offer the world, find their own voice and become confident citizens ready to navigate a complex multi religious, multi secular world.	Can you articulate a shared vision (across your school, MAT, Diocese) of what flourishing in and through RE looks like? How is your school engaged in and what has the impact been of collective conversations about RE at local, regional and national level? Does RE have a secure place in your curriculum for all pupils, including core RE at Key Stage 4 and 5?

Deepening and broadening our collective thinking on flourishing in education

- Rooted in the relational
- Seeks wisdom
- Offers hope
- Prioritises those on the margins
- Provides knowledge

Through RE pupils can begin to understand what they can offer the world, find their own voice and become confident citizens ready to navigate a complex multi religious, multi secular world.

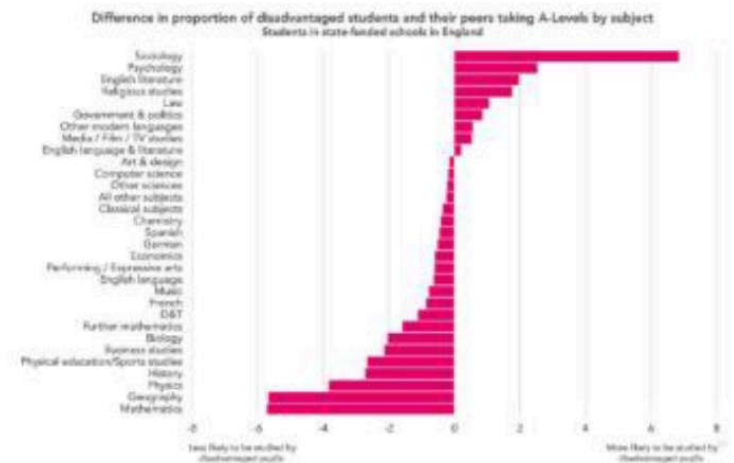


CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Eradicating child poverty

- RE has at its heart the **dignity** of each human being irrespective of their faith or belief
- Studying RE has been shown to have a **positive impact on outcomes for disadvantaged pupils**

But when it comes to A-Levels, there were fairly large differences for quite a number of subjects.



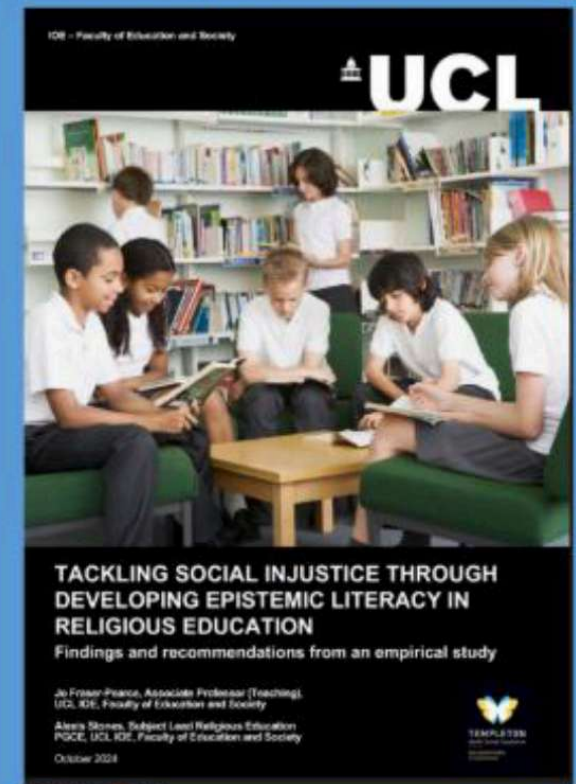
<https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/>



CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

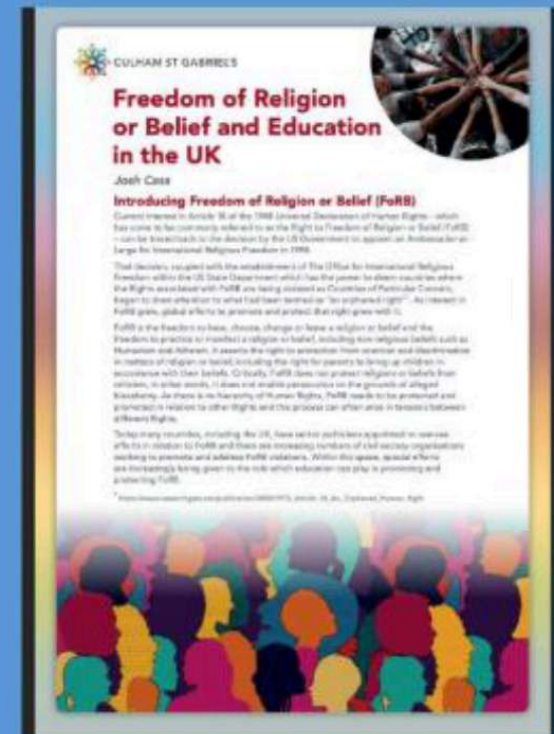
Pursuing equity, diversity, inclusion and justice for children and adults

- RE must have **equity** with other subjects on the curriculum
- A place where voices from the margins are heard
- Anti-racist and challenging all forms of religious hatred



Deepening integration into communities

- Promoting positive community relations
- A place for positive interfaith and belief dialogue
- Promoting and protecting freedom of religion or belief as a human right





CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Giving priority to the voices of children and young people

- Principle that 'nobody stands nowhere'. Everyone has a worldview.
- Pupils must feel safe, accepted and know their identity will be nurtured
- A hospitable approach





CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Making our education system truly inclusive for children for whom our schools are currently working less well

- Intentionally considering how to support transient members of the school's community
- Truly inclusive approaches, adaptative teaching and appropriate progression pathways for pupils with special educational needs and disabilities





CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

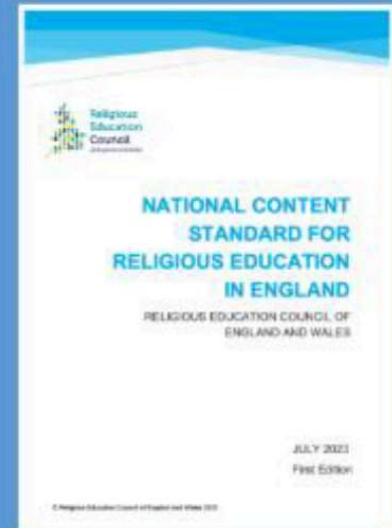
Planning and resourcing services around schools to support children and families

- RE's contribution to positive mental health and well-being
- Signposting to local community resources which support religion and worldview literacy beyond the school gates



Reforming accountability to enable schools to flourish

- Ensuring pupils receive their entitlement
- In addition to SIAMS, using benchmarks such as Church of England Statement of Entitlement, Ofsted 2021 (research review) and 2024 (report) and the Non-Statutory National Content Standard for RE in England (2023)
- Consider working towards the RE Quality Mark



Broadening approaches to professional development for teachers, support staff and leaders

- Professional development for all teachers of RE at all stages of their career
- Focused support for secondary teachers with other specialisms
- Engagement with Diocese and MAT
- Membership of the Subject Association (NATRE)





CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Re-shaping education as a career in which adults flourish.

- Giving teachers time to think!
- Engagement with latest research and applying to the classroom
- Taking up opportunities for in-depth professional development/research opportunities





CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Sharing the document

- Culham St Gabriel's have a stand at the CST Annual Conference in October
- Share through CofE networks
- Host document on RE:ONLINE website
- Exploring other ways to promote it e.g. short films, other networks
- Your help needed!

CST Annual Conference
16 & 17 October 2025, ICC, Birmingham
[Book now](#)

Flourishing

The CST Annual Conference 2025 will explore, through the theme of Flourishing, how our school system can move from good to great to deliver excellence, inclusion and equity for all children – and the adults that support them.

Too often, public sector leaders meet and talk to ideas and ideas change. Our vision for an education system in which all can flourish calls for relationships that promote collaboration, social cohesion, and justice within and between our organisations, in our communities and with other public services.

Our conference will act to widen and deepen these conversations and offer practical support for building the relationships that will bring about change and enable all children to flourish. Join us to consider from thinking, hear evidence, share stories of impact, and to make new connections and bonds in our collective commitment to flourishing together.



Time to think



Meet and share



Be inspired



Work smarter

What previous delegates said

"It can sometimes be difficult allowing yourself the time away from work. However, if you are going to attend one event this coming year make it the CST conference. There is something relevant to everyone and some really inspiring speakers. I really enjoyed it and took away with some great ideas and a newfound positivity which I know was shared with colleagues."



**Any
Questions?**

A hand is shown placing a puzzle piece into a larger puzzle. The puzzle pieces are light blue and feature a stylized icon of a person in a suit. The piece being placed is a darker shade of blue. The text "Latest Resources to Share" is overlaid on the right side of the image.

**Latest
Resources to
Share**



Freedom of Religion or Belief (FoRB)

Short Courses Number of topics: 9

This course provides an introduction to the concept of Freedom of Religion or Belief (FoRB) and how you might teach about this concept in lessons for primary age pupils. It takes between 45 minutes to 1 hour to complete and you can pause and return to your work at any time.

[View course](#)

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



Generative AI and RWE Some examples of practice



You are here [Main Page](#) >> **Generative AI and Religious Worldviews Education** some examples



Generative AI and RE PD

<http://www.mmiweb.org.uk/gaiandre/>



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Interfaith Resources

Below are a selection of links to high quality resources for interfaith work in schools

Faith & Belief Forum
Programmes

Gender in RE - Woolf
Institute

Inter Faith Network
Resources for schools

Inter Faith Week 2025
for schools

Inter Faith Week 2025
Poster

Inter Faith Week 2025
School Learning
Journey

Interfaith Explorers

Living in Harmony -
Woolf Institute

Interfaith week is 9-16 November 2025

Lots of resources on the RE Hubs Website:

<https://www.re-hubs.uk/Upskill/Interfaith-Resources/>



aid, communities work together for our mutual benefit. Interfaith work can and should contribute significantly to this.

Quick wins – simple, creative activities:



Identity Bunting:

After some class discussion in which children talk about and share their home background, each student (pupils) designs a triangle to represent: their background, home, faith, belief, or culture. Join them together as bunting to decorate the school.



Teacher modelling:

Teachers might bring in food that is significant to their culture or background (with obvious attention paid to allergies etc). They might share a faith story or personal experience that has influenced their commitment to helping others.

Classroom-based activities with community links:



Faith Festival Calendar Challenge:

Students explore a calendar of faith festivals and non-religious occasions or special days (eg MLK Day) and plan a community event that is inclusive of different faith requirements and holidays. Present ideas through posters and presentations to teachers or local community members.



Guest Speakers Panel:

Work with your SACRE, local communities, RE Hubs, or the Faith & Belief Forum to host a panel of diverse local speakers and storytellers speaking on this year's theme: Community. Together We Serve. This could include how people work together to help the most needy or to support children, families, the elderly and why they think this is important.

<https://www.re-hubs.uk/uploads/ifw-2025-school-event-poster-2.pdf>

School-wide and community events:



Interfaith Feast:

Students and local community members each bring food important to their faith, culture or background, sharing its story and significance.



Faith Trail / Visits:

Organise a visit or walking trail of local places of worship. Students prepare questions for faith communities on community and service, (e.g. How do you help others in the community? Whom do you help? Why do you do this? Why is important? What do you hope to achieve by doing it? Do you work with other faith or belief communities in this?) capturing answers along the way like a "treasure hunt"

Whole-School Celebration:



Cooking/nutrition:

Dishes from different cultures.



Music:

Songs or instruments from around the world



Art:

Portraits of social change activists, motivated by their Faith or Belief.



English:

Enter the Inter Faith Week poetry competition, and perform poems at the event.



Science:

Scientists from different cultures, faiths and beliefs.



Geography:

Where we all come from (pass a map of the UK or world with pins and thread to show different origins).



Languages:

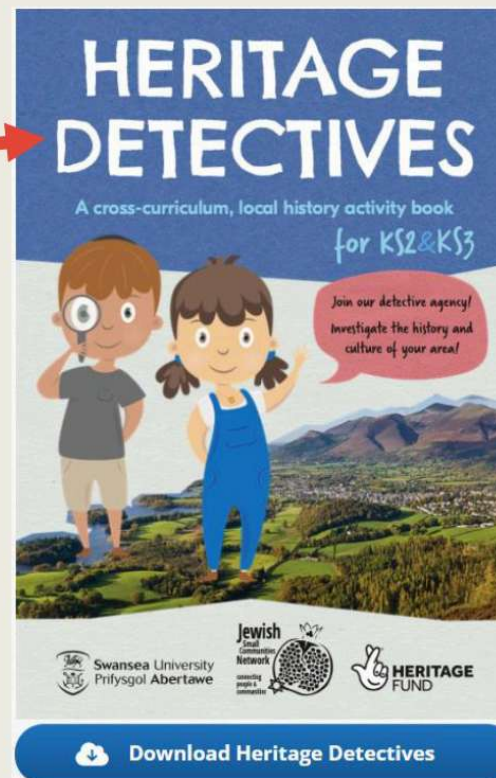
The words for community, welcome, serving others, co-operation in different languages (hopefully many from within the school, on posters on the wall).

RE: explore the concept of service to others in different faiths and beliefs. Invite people from local faith and belief communities to join the celebration and share in the learning.



Organisations Resources

Bayt Al Fann - Visual Islamic resource	Humanists UK: Understanding Humanism	Introducing Religion and Worldviews (University of Nottingham)	Jewish Heritage Detectives - for KS2
Jewish living online - digital resource on Judaism and antisemitism	Jewish Museum	Open University: Religion, Belief & worldviews Hub	Quaker: Teaching Resources
Reforming Christianity	Religion Media Centre - Factsheets	Salvation Army School resources	Sefton and Friends RE Hub
St Paul's: Teaching resources	The Bible Society	Useful Websites, Resources and Films For Primary RE	Westminster Abbey: Teaching Resources
RE:ONLINE	NATRE (National Association for Teachers of RE)	NATRE Home Learning	



Supports any Judaism modules or activities, including 'Heritage Detectives'

TOPICS:

- Resilience in small communities
- Jewish Festivals
- Jewish Objects
- Family Origins
- Diversity

HERITAGE DETECTIVES

•Heritage Detectives contains ideas and activities to support KS2&3 local history study.

•Topics in Heritage Detectives with other areas across the curriculum, in particular Religious Education.

•Designed for upper KS2 and KS3 learners, but activities can be adapted for the whole of Key Stage 2.

<https://www.re-hubs.uk/upskill/resources/organisations-resources/>

I share creation


NORWICH
CATHEDRAL



Tuesday 3 March 2026

10am-2pm £6.00 per pupil (£2 *travel bursary per pupil available from the Diocese of Norwich*)

Suitable for KS2 pupils

Considering our care for the environment, our responsibility in the world and the biblical creation story

book now: headofschools@cathedral.org.uk


NORWICH
CATHEDRAL

Follow the Good Shepherd
EYFS day



Wednesday 17 June 2026

10am-12noon £4.50 per pupil (£2 *travel bursary per pupil available from the Diocese of Norwich*)

Based on the story of the Good Shepherd, children will explore the Cathedral, make sheep, sing, worship together and finish with a picnic in the Cloister.

book now: headofschools@cathedral.org.uk



27 January 2025 1.30-4.00pm

Book on EventBrite at: <https://www.eventbrite.co.uk/e/re-local-leaders-forum-tickets-1323472645309?aff=oddtcreator>



Church Partnerships 2025

So, what would we like for Raise and your church/ school?

Primarily, we would love you to

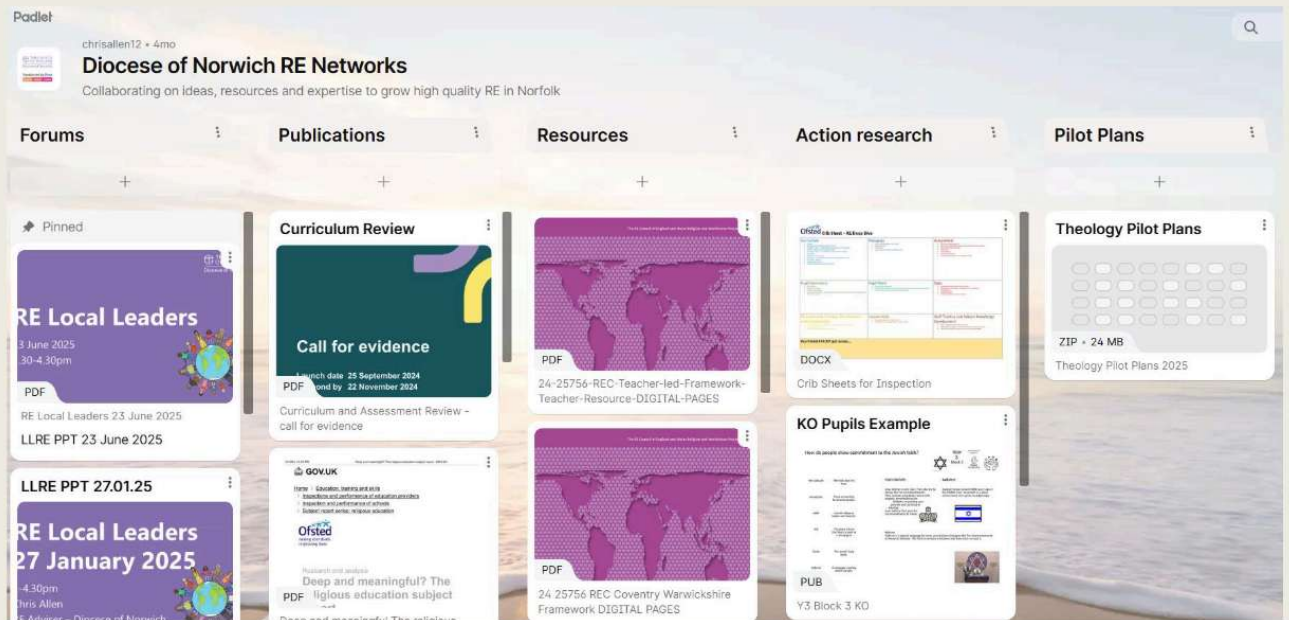
- Pray for the work of Raise and the best way to do that is to join our monthly update by clicking this link.
- Partner with us – can you consider becoming one of our church partners for £20, £30, £50 or £100 a month, for just one year? We can make a difference for your church and the impact in your local primary school by working with you to bring some of what we have on offer – helping to bring the good news of Jesus to the children. (Take a look at our Partnership Bundles here)
- Invite us – we would love to be able to share with you in a leadership meeting or a church meeting about all the exciting work God has involved us in.
- Consider – Inviting us to lead a Puzzle Pod with one of your church groups.

Examples of what different monthly giving can provide:

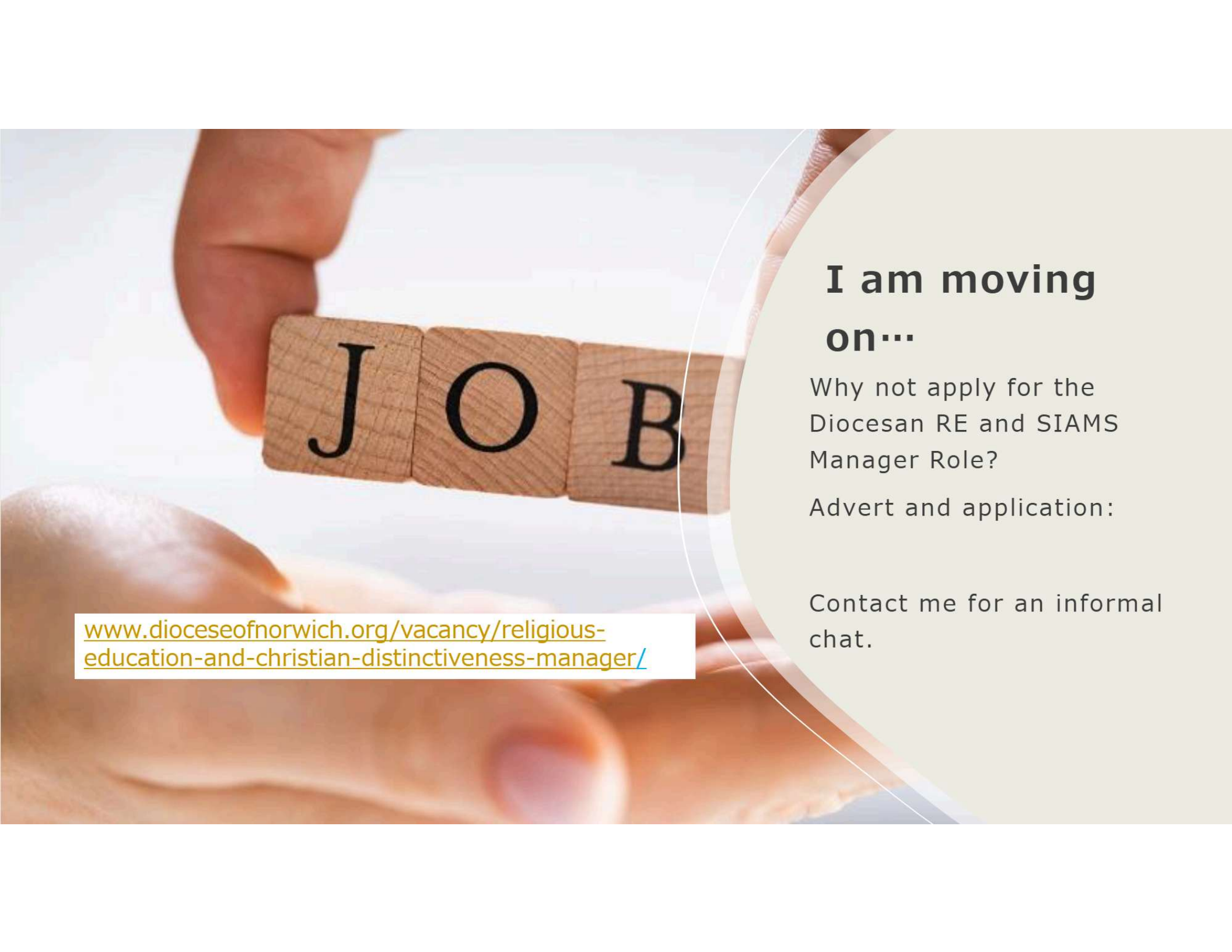
Bronze £20 per month	Silver £30 per month	Gold £50 per month
1 Puzzle Pod Day 2 School Assemblies 1 Church – Raise Talk	1 Christmas Experience 1 Easter Experience 3 School Assemblies 1 Church – Raise Talk	1 Christmas Experience 1 Easter Experience 1 Vision or RE Experience Day 5 School Assemblies 1 Church – Raise Talk

CONTACT for more info: andy@raisekidswork.org.uk

Access the resources and slides on the Diocesan RE Networks Padlet



<https://padlet.com/chrisallen12/diocese-of-norwich-re-networks-n75xbd6c38tnk8n8>

A close-up photograph of a hand holding three wooden blocks that spell out the word 'JOB'. The blocks are light-colored wood with black letters. The hand is positioned at the top left, with fingers gripping the blocks. The background is a soft, out-of-focus light color.

J O B

I am moving on...

Why not apply for the
Diocesan RE and SIAMS
Manager Role?

Advert and application:

Contact me for an informal
chat.

www.dioceseofnorwich.org/vacancy/religious-education-and-christian-distinctiveness-manager/

Thank you and please complete the feedback form

chris.allen@dioceseofnorwich.org

jodie.ballard@dioceseofnorwich.org



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