

Strand 7: The effectiveness of Religious Education

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England 'Statement of Entitlement', or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Actions taken

Impact

- LDBS RE curriculum introduced to school in 2018.
- Curriculum & Policy ratified by Governing Board
- R.E. Leader attending LDBS New Leader training – Autumn 2022
- HT revising structure of curriculum/assessment – training for staff in Spring 2019 and again in 2022
- RE establish as part of monitoring of Teaching & Learning – book scrutiny, observations, etc. in order to ensure full coverage
- ~~LDBS KPIs for RE uploaded to Target Tracker – ongoing tracking & assessment~~
- Assessment tracking sheet (wt, wa, wb) per unit introduced in Autumn 2022
- Knowledge planners / Unit front sheets introduced – in line with other curriculum areas
- Children using KWL bubbles to reflect on their own learning
- R.E. taught in cross curricular ways – using drama, art, writing, etc. to respond to the questions
- Introduction of R.E. days – taking place during art week
- R.E. Leader part of Christian Ethos group in order to feedback standards & progress across the 7 SIAMS strands
- R.E. Leader leading PDMs – working walls, planning formats, consistency, 3-strands
- R.E. Leader has left some decision making in chosen units to the class teachers

As a result of the rich and engaging RE curriculum, which reflects and takes account of up-to-date thinking and developments in the subject, teaching and learning is consistently graded good through regular school monitoring (verified at inspection). As a result, pupils respond keenly, learning and progressing well. This includes pupils with SEND and the most-able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish in their RE learning.

Due to the teachers choosing some of the units, they are then being taught well and the children are enjoying them.

Evidenced by:

From Sept 2022

- Consistency in planning format & content, including theology, philosophy & human science
- Consistency in environments – working wall showing Big & weekly questions
- Consistent use of knowledge organisers as live, useful reference documents
- Teachers completing the termly assessment tracking sheets at the end of each lesson
- Use of Wonder Books to capture children's responses and cross-curricular expressions of learning (art/drama, etc.)
- Book scrutiny clearly shows progression through units
- Governors have taken part in R.E. days and witnessed environment.
- Displays of RE learning around school

Next steps	

- Conduct Pupil Voice assessment of RE
- Ask Year 6 children (Christian / non-Christian) – to show (writing) their learning journey through school, including values, etc.
- Choose children from end of Key Stages – book scrutiny – ask child to discuss their learning – what did they enjoy?
- Use these pieces of evidence to show how children progress well in R.E.