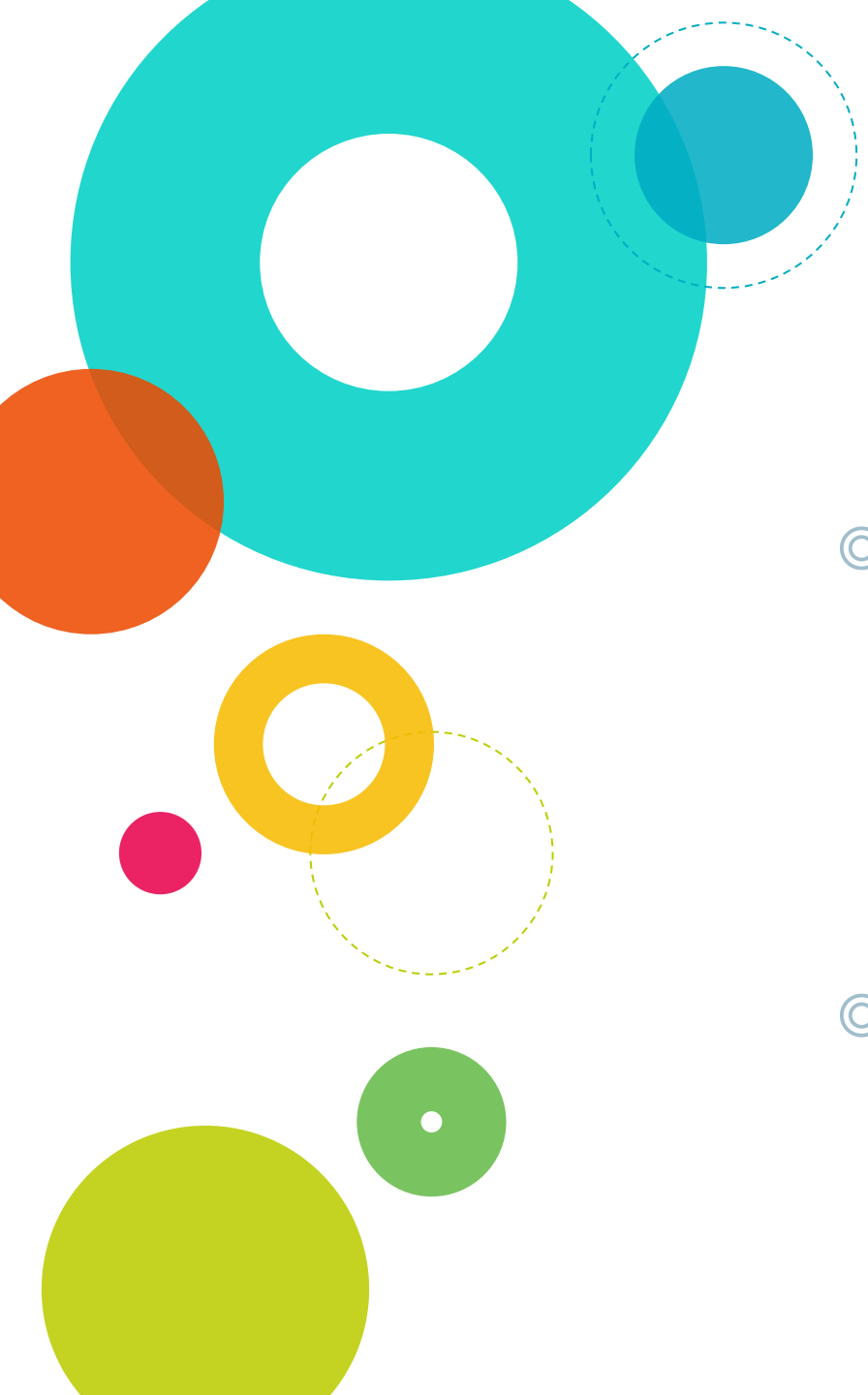


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- © **How to be an effective Link Governor – focusing on RE**
 - © **December 2021**

Legal requirements

Source: NATRE

RE: statutory requirements and curriculum information

The national curriculum states the legal requirement that:

*'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:
promotes the spiritual, moral, cultural, mental and physical development of pupils; and
prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'*

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Ofsted Review of RE – Spring 2021

The review recognises that there is no single way of constructing and teaching a high-quality RE curriculum.

However, it does identify some common features:

- The curriculum should cover substantive content and concepts collectively (or ‘collectively enough’), rather than covering excessive amounts of content superficially. Content is sufficient for pupils to grasp a bigger picture about the place of religion and non-religion in the world.
- What is taught and learned in RE is grounded in what is known about religion or non-religion from academic study. This helps prevent pupils from developing misconceptions about religion and non-religion.



ANTI-RACIST RE

These project materials are designed to help teachers of English Language Learners and provide excellent learning in the classroom that encourages students to learn about racism and equity, history and processes involving racism that provide the well-being of all people today (United States).

Engagement activities were designed to provide cultural context, history, and current events. Activities include: research and non-fiction writing from many countries, other cultural traditions and historical patterns involving equity.

The project is currently supported entirely by the Utah Classroom Council of Multicultural Services, and managed online and offline by Lori Weyhock, PhD, and team at Utah State Office of Education.

This project may be completed (Summer 2023) and will be online for students and teachers to continue with their learning. This will be a complete book, written to just a short time. Currently there are materials, and more to get right. If you would like to provide feedback on the materials, we will gladly have a focus time for you to do so.

Why are we teaching what we teach? (Curriculum Intent)

A broad and balanced curriculum shouldn't just be a mishmash of different subjects and topics. For it to have impact, the curriculum needs to be well thought-through. This means thinking carefully about what we are teaching, how this is put together and why it matters. To put it another way, it means thinking carefully about the **intent** of the school curriculum. It also means considering the ways in which the curriculum as a whole can help a school move towards realising its overarching vision.

Think point 1: Vision

What is our school's vision?

What destination are we travelling towards?

How is our curriculum put together to help us make this journey?

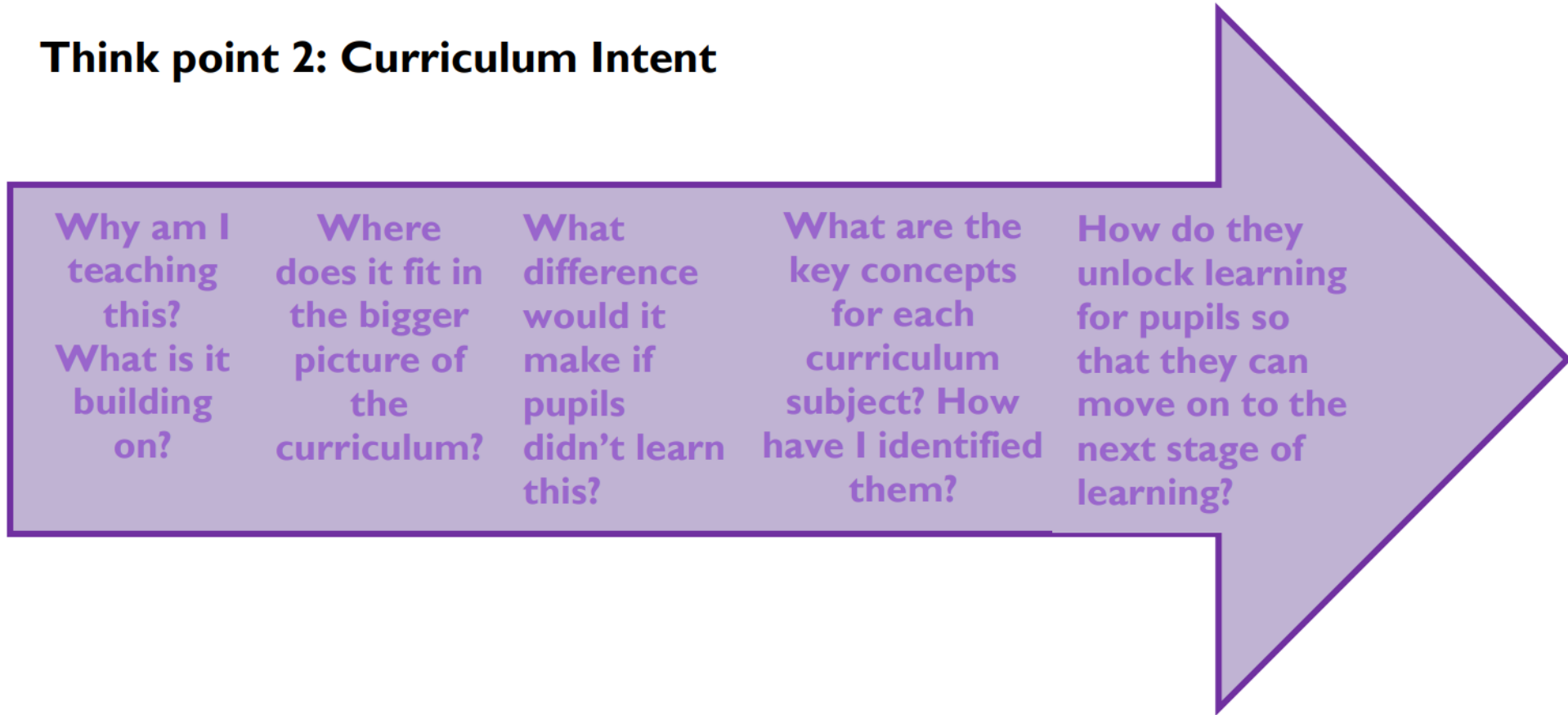
Gillian Georgiou, Olivia Seymour, Kathryn Wright

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>



The school curriculum is constructed from a range of academic disciplines and it is helpful to look to these disciplines to identify the 'most useful content' for each subject area.

Think point 2: Curriculum Intent



Once these key concepts, or useful subject matter, have been identified, the next stage is to think carefully about how they are put together.

2. What does this mean for RE?

The process of curriculum development in RE is the same as it would be for any other curriculum area:

RE Subject Leaders to ask themselves...

- Do I know why I am teaching this and how it fits into the broader picture of the curriculum?
- Do I know what I am teaching: have I identified the 'most useful content', the key concepts that unlock learning in this subject area? Do I know how these key concepts underpin the different disciplinary areas relating to RE?
- Do I know how I am putting together these key concepts in such a way that pupils are building on prior knowledge and unlocking the next steps of learning?

Governors how might you find out about the RE Curriculum?

How does RE link across the school curriculum? To History, to English...

Balanced RE in the School's Curriculum



Theology

How is theology contextualised in RE and how might it help scaffold the RE curriculum?

Theology addresses the ways in which beliefs shape how humans understand themselves, each other and the world around them. It looks at the concepts that provide people with a framework for understanding life, the universe and everything.

In the context of primary and secondary education, theology is a tradition of enquiry that explores the beliefs and concepts that underpin the diverse ways in which people understand the world around them. This might include investigating where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It considers questions of authority, authenticity, reliability, interpretation and adaptation.⁸

Philosophy

How is philosophy contextualised in RE and how might it help scaffold the RE curriculum?

Philosophy asks questions about what humans can know and how they can know it. It explores how people have tried to define and demonstrate what is real and examines how people make sense of the world in which they live. It asks questions about what it is reasonable to believe, and it explores ethical issues of right, wrong, good and evil.

In the context of primary and secondary education, philosophy is a tradition of enquiry that uses dialogue, discussion and debate to refine the way in which pupils think about the world and their place in it. It takes seriously questions of reality, knowledge and morality, and encourages pupils to develop their capacity for reasoning.¹⁰

Human/Social Sciences

How are the human/social sciences contextualised in RE and how might they help scaffold the RE curriculum?

The human/social sciences investigate the ways in which religion and beliefs impact on human living. They explore the diverse ways in which people express and practise their beliefs, within and between religions. The human/social sciences consider the impact of religion and beliefs on individuals, communities and societies.

In the context of primary and secondary education, the human/social sciences are traditions of enquiry (for example sociology, history, psychology) that consider the lived reality of religion and the impact that a person's worldview has on the way in which they engage in the world and relate to others.⁹

Vision

- What is our school's vision?
- What destination are we travelling towards?
- How is our curriculum shaped to help us make this journey?

Curriculum Intent

- Why am I teaching this? What is it building on?
- Where does it fit in the bigger picture of curriculum?
- What difference would it make if pupils didn't learn this?
- What are the key concepts for each curriculum subject? How have I identified them?
- How do they unlock learning for pupils so that they can move onto the next stage of learning?

Sequence

- In what order do pupils encounter these concepts or this useful subject content? (Component elements)
- How does the sequence of learning help build on previous learning and unlock the next stage of learning? (Building a compound framework of understanding)

RE in the Curriculum

- Do we have a shared understanding of what RE contributes to the wider curriculum and how this helps us live out our school vision?
- Do we have a shared understanding of the key concepts/subject content in RE?
- Have we thought carefully about how this subject content shapes our RE curriculum?
- Have we considered how to sequence subject content in RE so that pupils are able to build on prior learning in order to access the next stage of learning?

Disciplines in RE

- Does our RE curriculum provide opportunities to look through a theological lens? Does it provide opportunities to explore how beliefs have shaped and continue to shape the way in which humans understand themselves, each other and the world around them?
- Does our RE curriculum provide opportunities to look through the lens of the human/social sciences? Does it provide opportunities to investigate the ways in which religion and beliefs impact on human living?
- Does our RE curriculum provide opportunities to look through a philosophical lens? Does it provide opportunities to investigate what humans claim to know and how they seek knowledge?

Church of England Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE



Key questions to discuss:

1. Do you think your school is keeping the legal requirements of enough RE time and inclusion for all pupils?
2. How could you find out whether the school's RE curriculum knowledge builds upon previous learning in order to be 'cumulatively sufficient'?
3. Is your RE curriculum presenting enough diversity both within and around different religions and worldviews? Or is it reinforcing stereotypes?

Update on SIAMS from September 2021

Strand One - Leadership

- **Reflecting the Church of England Statement of Entitlement religious education (RE) is well resourced.**
- **Leaders ensure that: sufficient dedicated curriculum time is given to RE;**
- **RE leaders and teachers have access to regular high quality professional development;**
- **RE continuing professional development (CPD) is appropriate, funded and monitored;**
- **and RE leaders have opportunities to monitor RE lessons.**
- **In secondary schools, the school seeks to employ specialist RE teachers.**
- **Where relevant, all pupils follow a recognised externally accredited and appropriate RE qualification at KS4.**

Strand 2: Wisdom, Knowledge, and Skills

NOTE

In considering wisdom, knowledge, and skills in the context of a Methodist school, particular attention should be paid to MA4 and MA5 of the Methodist character appendix [Principles for Education](#).

IN THIS STRAND THE FOLLOWING MUST BE EXPLORED:

- How well the school's staff and leaders apply their Christian vision **wisely and sensitively** to ensure **the curriculum** and extra-curricular opportunities meet the **learning** and spiritual needs of all learners.

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the school at meeting the **academic learning** needs of all pupils through the **curriculum**? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does the school support all pupils in their spiritual development enabling all pupils to flourish?

The school has a broad and balanced ambitious curriculum which is shaped by its Christian vision, an understanding of the peculiar circumstances within which it stands, and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through their learning, progress, and spiritual development. Leaders use ethical arguments to justify making bold curriculum decisions to that ensure that pupils experience an exciting and relevant curriculum that enables them to make progress in their learning and to flourish.

~~Based on national assessments* available at the time of the inspection, progress information provided by the school, and considering context and recent cohorts, the school is at least close to national averages in progress statistics. School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people's learning and development. This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, and those who experience barriers when accessing remote learning, to flourish and make progress in their learning academically.~~

The school has a clear and secure understanding of and approach to the spiritual development of all that is distinguishable from social, moral, and cultural development and is shared by staff. ~~Progressively deep~~ Equally rich spiritual opportunities, regardless of age, exist across the curriculum which and these enable pupils to develop the development of curiosity through questioning that helps them adults and pupils to explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening, and responding creatively across a range of subjects.

~~* Such data may be accessed on Department for Education (DfE) comparison tables, Fisher Family Trust (FFT) Aspire supplied by the diocese or the school, or from the Inspection Data Summary Report (IDSR) provided by the school. Data will be used to shape questions that will explore how the school's vision is being used to enable pupils of all abilities to flourish.~~

If the impact of the school's vision on pupils' wisdom, knowledge, and skills appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.

STRAND 7 Effectiveness of RE

IN THIS STRAND THE FOLLOWING MUST BE EXPLORED:

- How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the [Church of England Statement of Entitlement](#).
- How effective the school is in ensuring that religious education expresses the school's Christian vision.

In developing effective religious education, the 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?

- ii. 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.
 - iii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and worldviews and their impact on society and culture.
 - iv. 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~~ **Are there rigorous and effective systems that enable teachers to know how and what pupils are learning in RE of assessment?**
 - i. ~~How effective is RE teaching and learning in the school?~~ **How well do pupils make progress in RE as a result of a rich and engaging **curriculum**?**



Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science. Pupils are able to engage with religious text and theological ideas. They have developed age-appropriate skills of enquiry, critical analysis and interpretation. In this way well-constructed and coherent RE provision results in pupils who give an age-appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.

Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews. RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas. Pupils explain ways in which their thinking has been challenged. Statutory obligations are met and RE is largely in line with the Church of England Statement of Entitlement.

The school leader of RE has put in place systems that enable teachers to know what and how well pupils learn in RE. These, in turn, enable the creation of effective and ambitious curriculum plans for assessment that result in teachers and pupils being able to gauge progress and attainment in RE. ~~Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress.~~ Good practice is shared within the school and with other schools through involvement with local, national and regional groups. The school leader for RE has regular opportunities to share new ideas and pedagogy, ensuring that all staff teaching RE do so with confidence and to a high standard.



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, RE teaching and learning is consistently graded good through regular school monitoring (verified at inspection). ~~Based on the data available at the time of the inspection, considering context and recent cohorts, pupils make good progress against local expectations (KS1-3) and national averages for GCSE.~~ 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 academically in their RE learning.



Features of excellence to be found across all strands





Key questions to discuss:

How do you feel your school's Curriculum is accessible for pupils who find it more difficult to record their work in writing?

Do you think RE in school is a balance between Theology, Philosophy and Social Sciences (Learning about, Diversity within and learning from?)

If you are not sure, how would you find out?

Monitoring and Evaluating RE – a governor's role?

RE Council review - CoRE Report – the way in which Curriculum design is moving. **The Worldview Project** Discussion Papers - Amira Tharani

<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/The-Worldview-Project.pdf>

Pupils should be taught about:

- **the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times**
- **the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition.**

Nobody Stands Nowhere – Theos Think tank

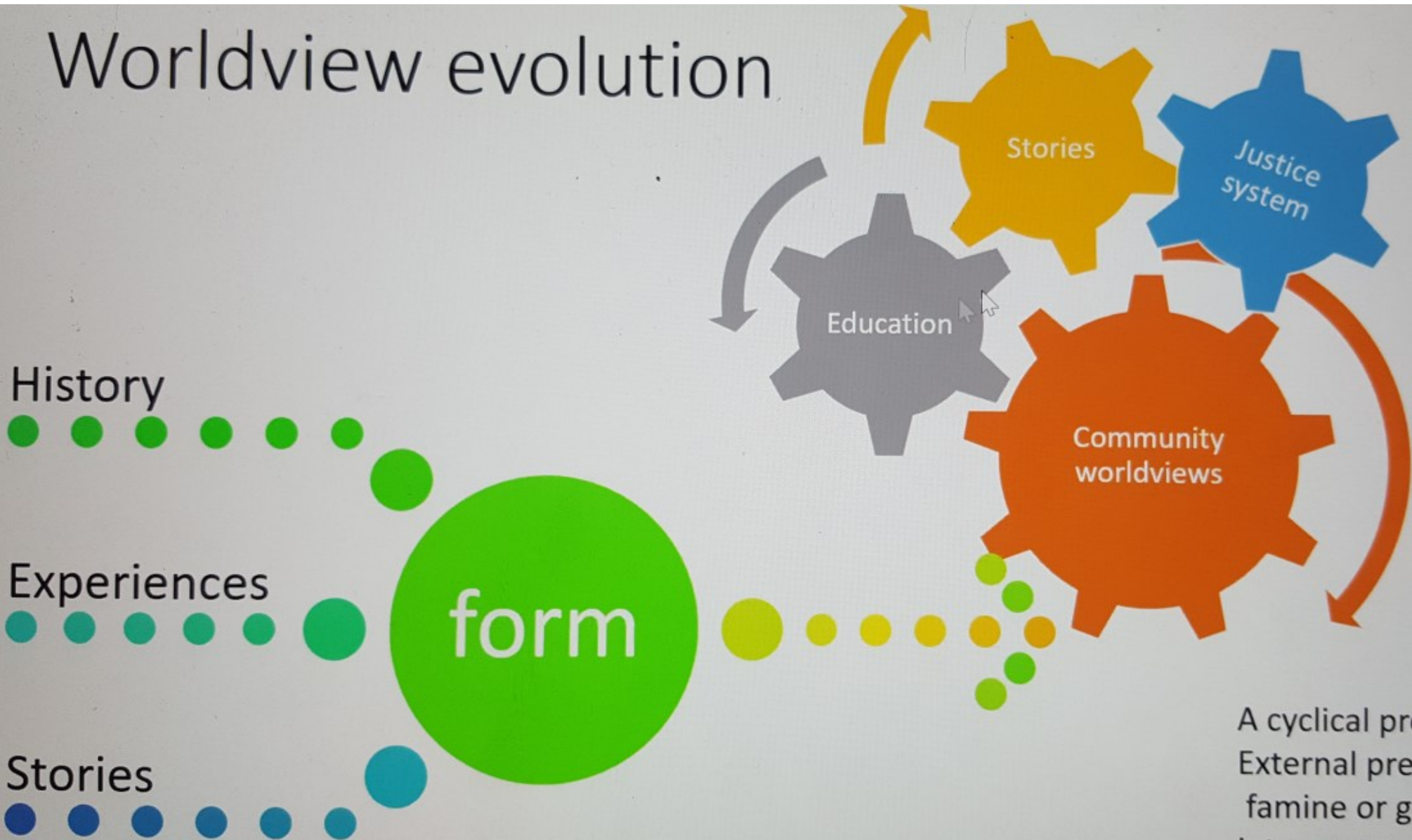


What constitutes a worldview?

- **(Un)conscious** - 'A world view is a set of presuppositions (or assumptions) which we hold (consciously or unconsciously) about the basic make-up of our world.' (Sire, J. ,1997:16)
- **'Personal'** and 'institutional' worldviews, CoRE Final Report (2018: 4) or 'personal' and 'organised' Van der Kooij et al (2013)
- **Dynamic** (Aerts et al, 2007, Mansour, 2008)
- **Eclectic** (Van der Kooij et al, 2013)
- **Embodied** – lived response to personal experience, a database through which we interpret the world.

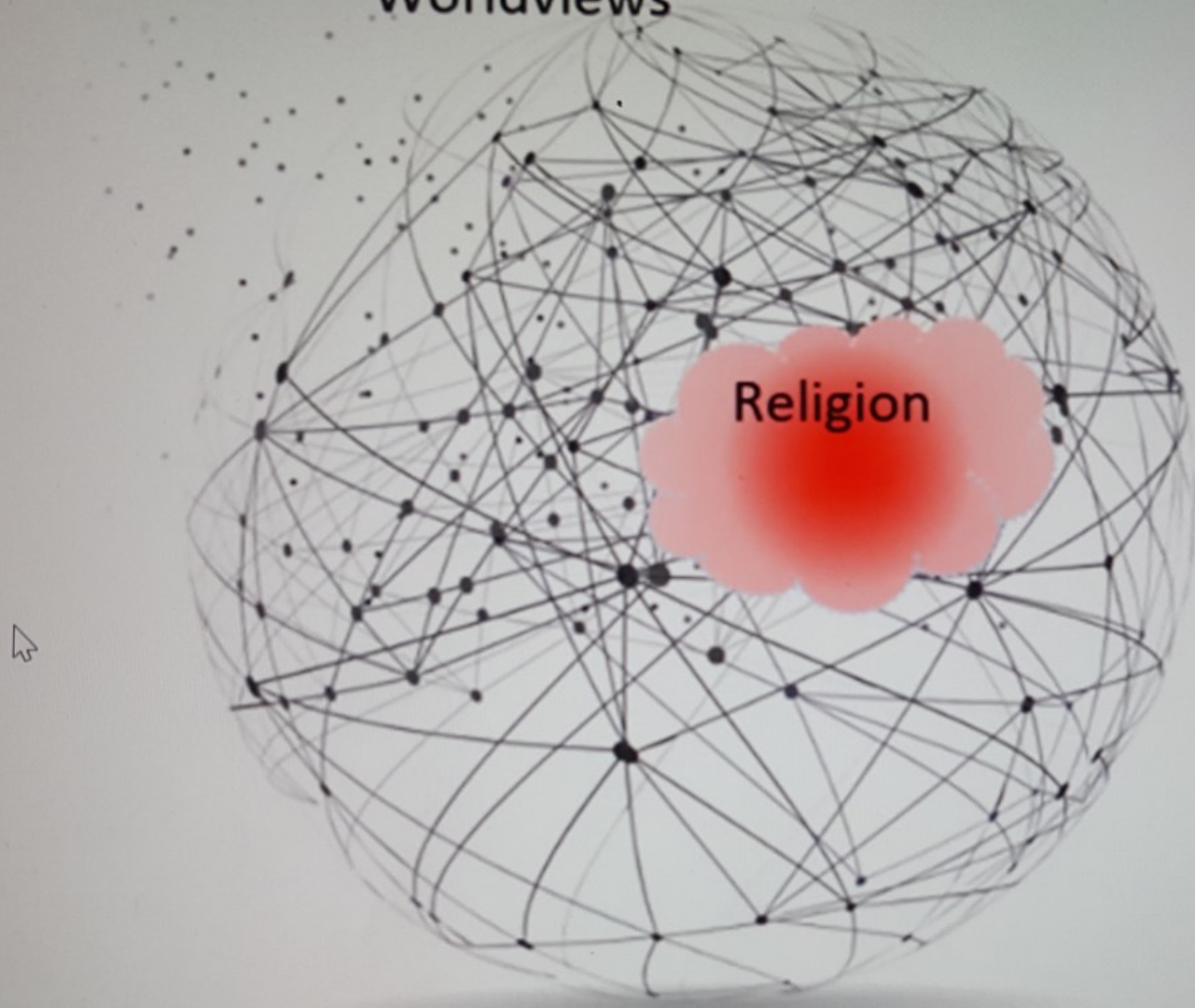


Worldview evolution

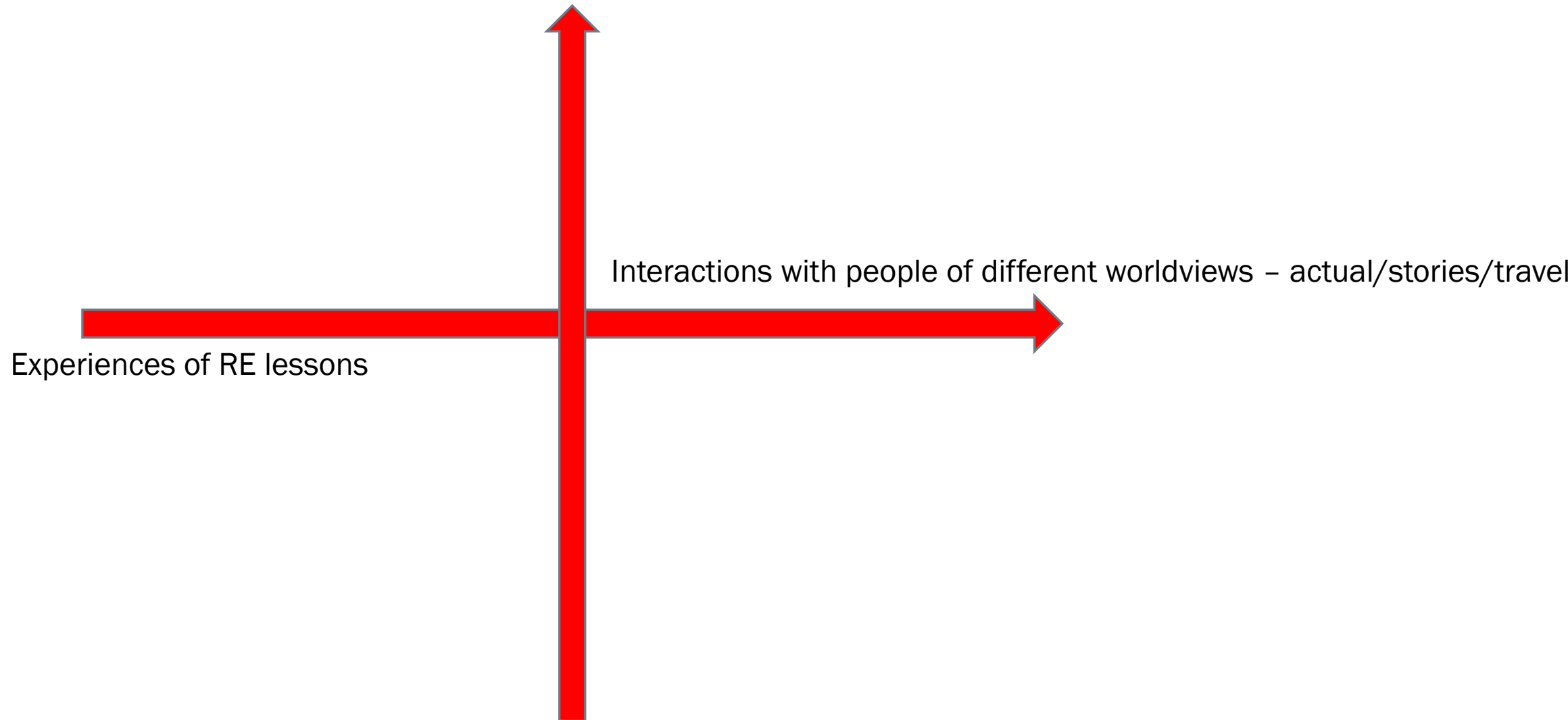


A cyclical process
External pressures such as civil war,
famine or global pandemic may
interrupt and transform.

Worldviews



One Frame of Reference



Ofsted, Curriculum design and Worldviews



RE That helps students to:

- recognise the role of interpretation in worldview development
- recognise the complexity of worldviews and how they change
- reflect on their own worldview and how it is developing
- Recognise the complexity of the relationship between the personal and organised worldview development
- Reflect on power and diversity within and across worldviews in the modern world

Thank you, Governors!

