

Dorset North & West RE Hub Meeting Religious Education – Session One



Welcome!
Please sign in



Supported financially by Sarum St Michael Education Charity



Introduction & Hub Lead Practitioners



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@HeLP_REgroups



HeLP_REgroups
SDBE_Update



THE SALISBURY DIOCESAN
BOARD OF EDUCATION

'Working for children, young people, schools and parishes'



Learn Teach Lead **RE**
Improving quality: building community

What we want for our Local Network for RE?

Conversation

Questions

Sharing

Professional Support and Encouragement

Cake!



HLP name	Amanda Hodgson	Jo Needham	Charlotte Sides	Vicky Bunting	Hazel Baines	Helen Cooke & Steph Rann	Trevor Willis	Katie Thomas
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Name of the group	@HeLP_REgroups WILTS 3 Wiltshire South & East	@HeLP_REgroups WILTS 2 Wiltshire Cent. & Northeast	@HeLP_REgroups WILTS 4 Wiltshire South & West	@HeLP_REgroups WILTS 1 Wiltshire North & Central (west)	@HeLP_REgroups DORSET 2 Dorset Central & East & South	@HeLP_REgroups DORSET 1 Dorset North & West	@HeLP_REgroups BCP 1 Bournemouth Christchurch & Poole	
Venue of First meeting	Laverstock St Andrew's CE VA Primary School Church Rd., Laverstock Salisbury Wilts SP1 1QX 01722 503590	Woodborough CE VA Primary School Broad St., Woodborough Pewsey Wilts SN9 5PL 01672 851305	Crockerton CE VA Primary School Crockerton Warminster Wilts BA12 8AB 01985 212168	Kingdown School Woodcock Road, Warminster BA12 9DR 01985215 551	Cranborne CE VA First School Water St. Cranborne Wimborne Dorset BH21 5QB 01725 517439	Sherborne The Gryphon School Bristol Road Sherborne Dorset DT9 4EQ 01935 813122	Poole St Edwards RC-CE VA School Dale Valley Rd, Oakdale, Poole Dorset BH15 3HY 01202 740950	Ashton Keynes CE VC Primary School 24 Gosditch, Ashton Keynes SN6 6NZ 01285 861436
Date of first meeting	22/11/21 16:00-17:30	18/11/21 16:00-17:30	01/12/21 16:00 – 17:30	16/11/21 16:00-17:30	15/11/21 16:00-17:30	24/11/21 16:00 – 17:30	25/11/21 16:00 – 17:30	
Venue of Second meeting	TBC	TBC	TBC	TBC	TBC	TBC	TBC	
Date of Second meeting	07/03/22 16:00 – 17:30	17/03/22 16:00 – 17:30	10/03/22 16:00 – 17:30	15/03/22 16:00 – 17:30	23/03/22 16:00 – 17:30	16/03/22 16:00 – 17:30	22/03/22 16:00 – 17:30	

AGENDA

- Introduction

Activity One – World views

Activity Two – Teaching Judaism

- Diversity in Judaism
- Teaching ideas

Activity Three – Assessment

Activity Four– What Next?

- What next?
- Local Groups – Hub Lead Practitioner (HLP) development
- Evaluation – and What you'd like next time

Activity Four – Informal Chat/Tour

What is a world view?



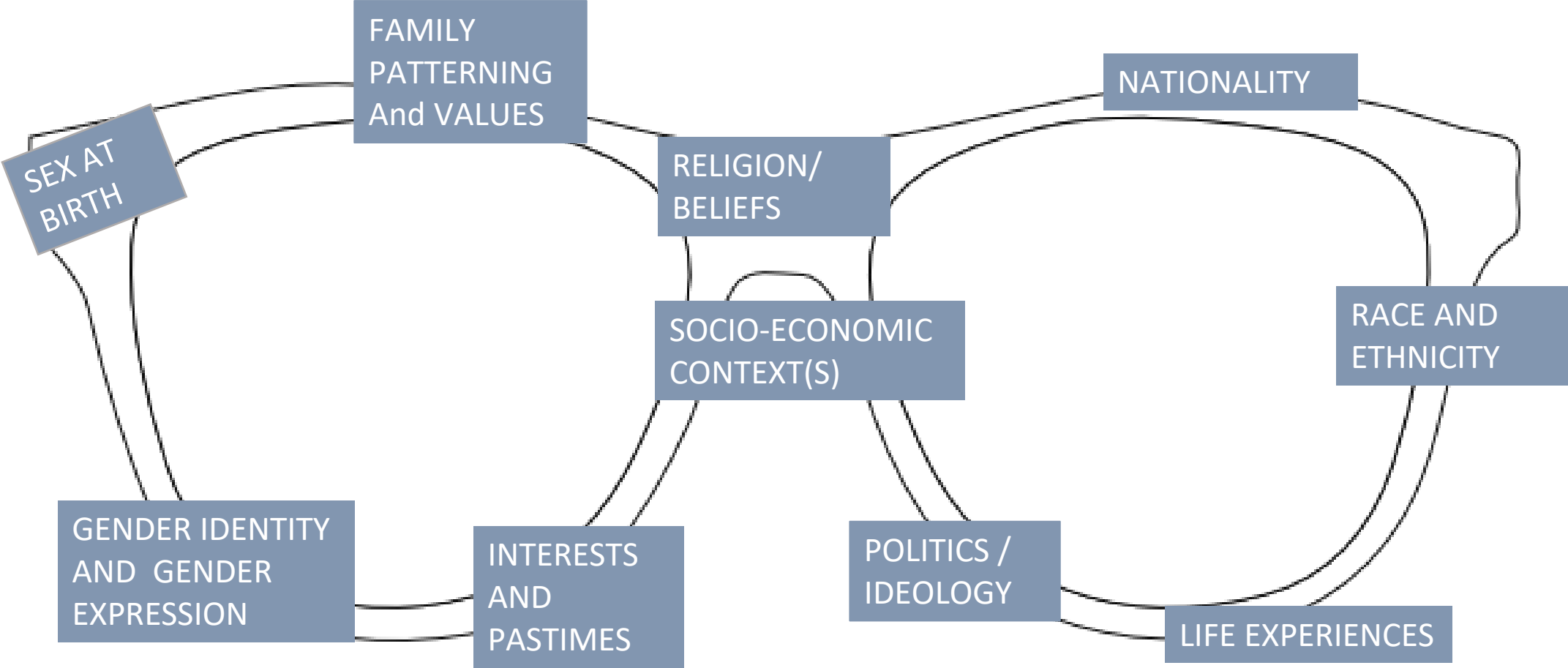
FINAL REPORT
**RELIGION AND
WORLDVIEWS:
THE WAY FORWARD**
A national plan for RE
SEPTEMBER 2018



Metaphors to help student's explore world views – Lenses - From NATRE

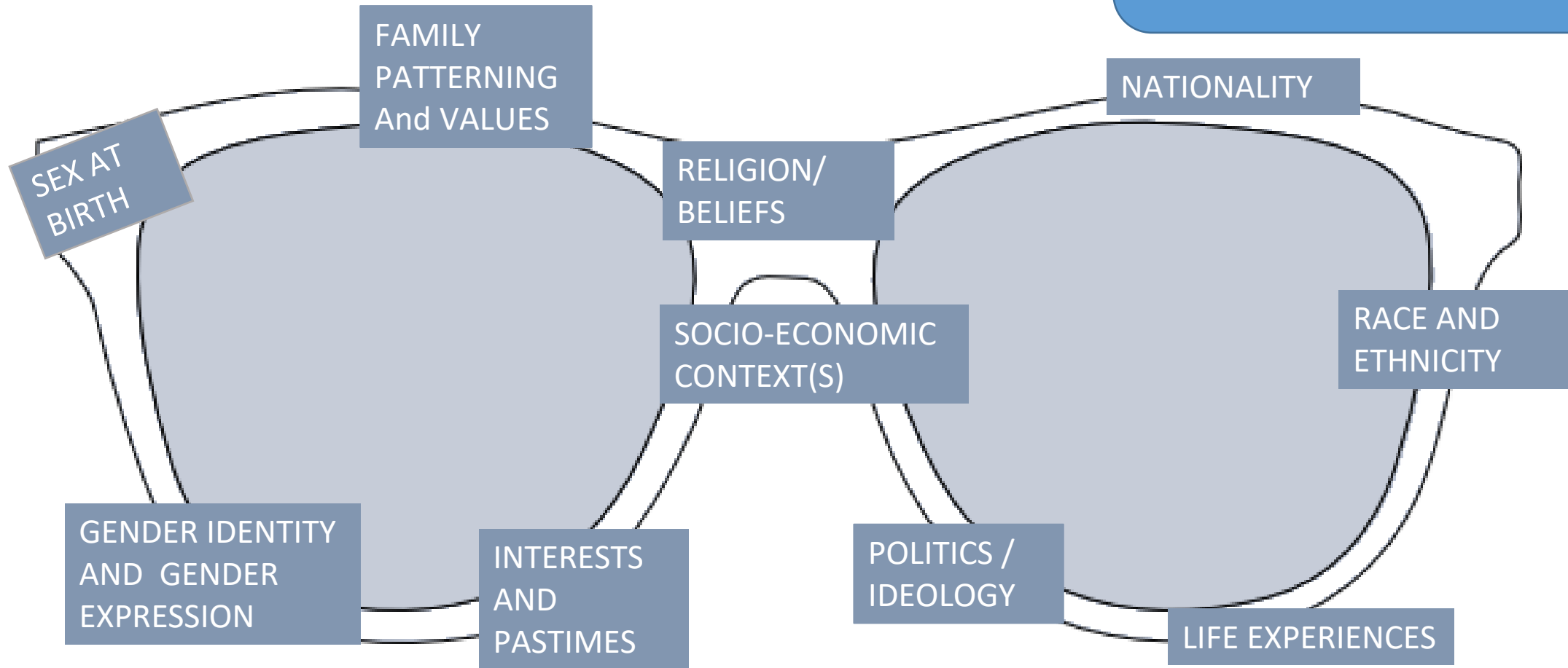
- **Worldviews as lenses** – like contact lenses or glasses. We put them on and look through them at the world. They shape what we see and how we see it. They help us to see clearly.
- One weakness of this idea is that it implies that we don't already have a worldview before we put on the glasses – but we do! Perhaps using eyes as a metaphor would address that.
- One strength is that we can imagine trying on someone else's glasses – to see what things are like from within their worldview, to help us understand it (and them) better.

What might shape your world view?



Let's have a go!

You might want to 'be shady' and we can encourage students to do this too. How much are you happy to discuss?





In Pairs

1. What have you got that is in common ?
2. What one kind question would you like to ask of this person based on their glasses ?



What did you discover ?

- Did anybody have exactly the same view as you ?
- What did you find out that was interesting ?
- Any thing we can learn from this to use in our classrooms ?





Nobody Stands Nowhere



you can play with
colour, textures and different
styles to hint at various ways
of seeing the world

<https://www.youtube.com/watch?v=AFRxKF-Jdos>

<https://www.reonline.org.uk/news/nobody-stands-nowhere/>

Questions, Questions!

What is your view of the world?

What makes you who you are?

On what do you base your decisions?

How do you see things?

Why did you react like that?

What is your view of the world?

Do you believe in God or a higher power?

OR

Do you see the world as a cocktail of chance and accident?

Where do you think truth lies?

What about the worldviews of those around you; do you understand them?

*Silent conversations
Wisdom on the wall*

Do any of these questions resonate with you?

Most difficult question?

Most important question?

Which creates the biggest conversation?

Other ideas to explore these questions?

Statements of fact?

- Everyone has a worldview, whether religious or not.
- Each individual sees the world through a certain lens
- It may be shaped by your upbringing, surroundings or religion and
- It can change as you move through life
- Worldview can be both personal and organised.
- It is your attitudes and deeply held beliefs, it shapes how you live.
- It is important to think about your own worldview.

Agree or disagree continuum? What is a lens? Create YOUR lens
How has your worldview changed – model teacher, individual timeline
What is your personal worldview? Statement sorting Mind maps
How many organised worldviews do we represent in our class?

It is important to think about your own worldview



Newsboards

Invite individuals to share an item of personal interest or concern. Provide opportunity for either individual, small group or whole group sharing of the importance and significance of the item.

Rucksack

What matters most?

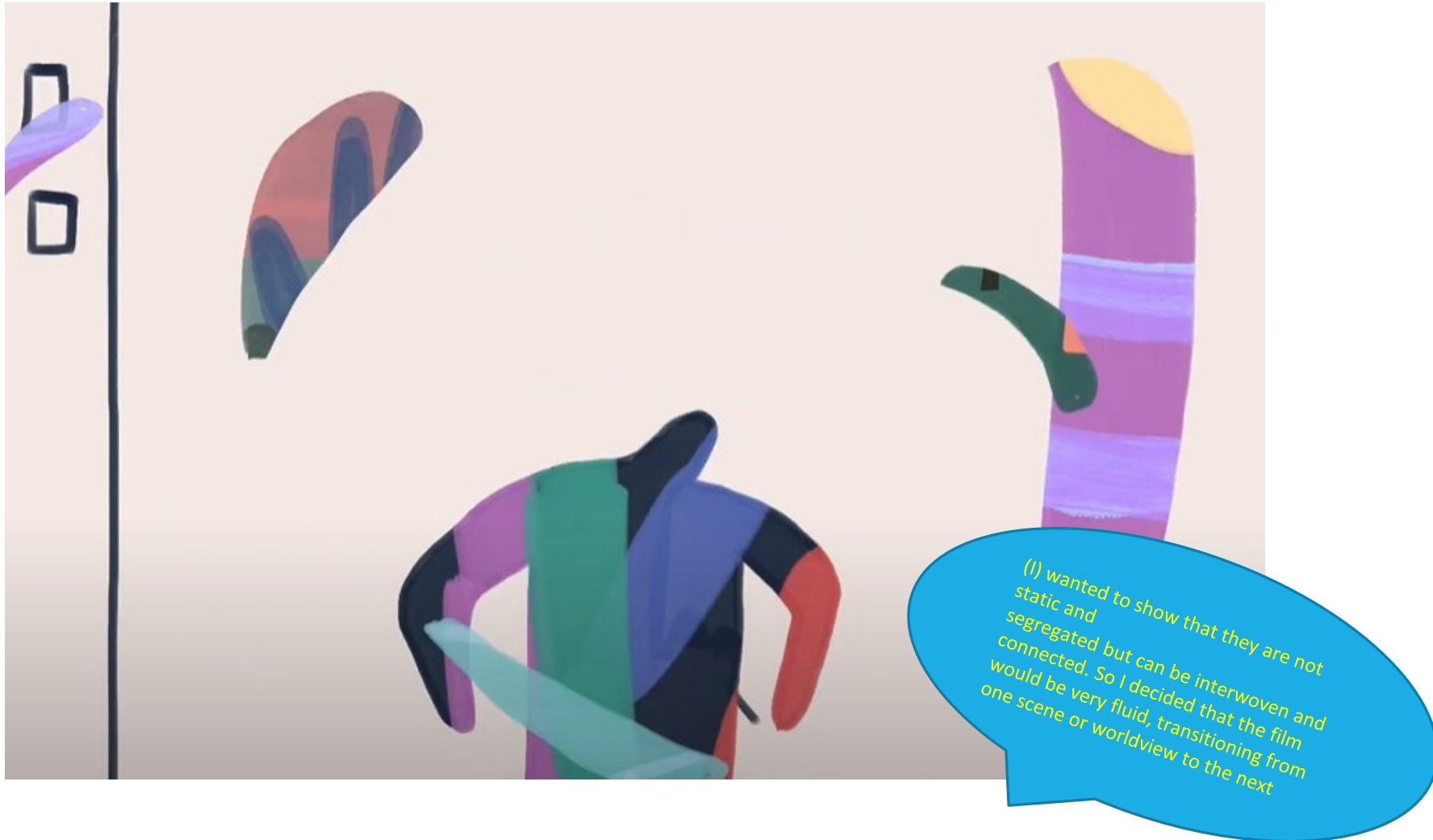
You can only take the things that are most important to you and the bare necessities.

What would you choose to take and why?

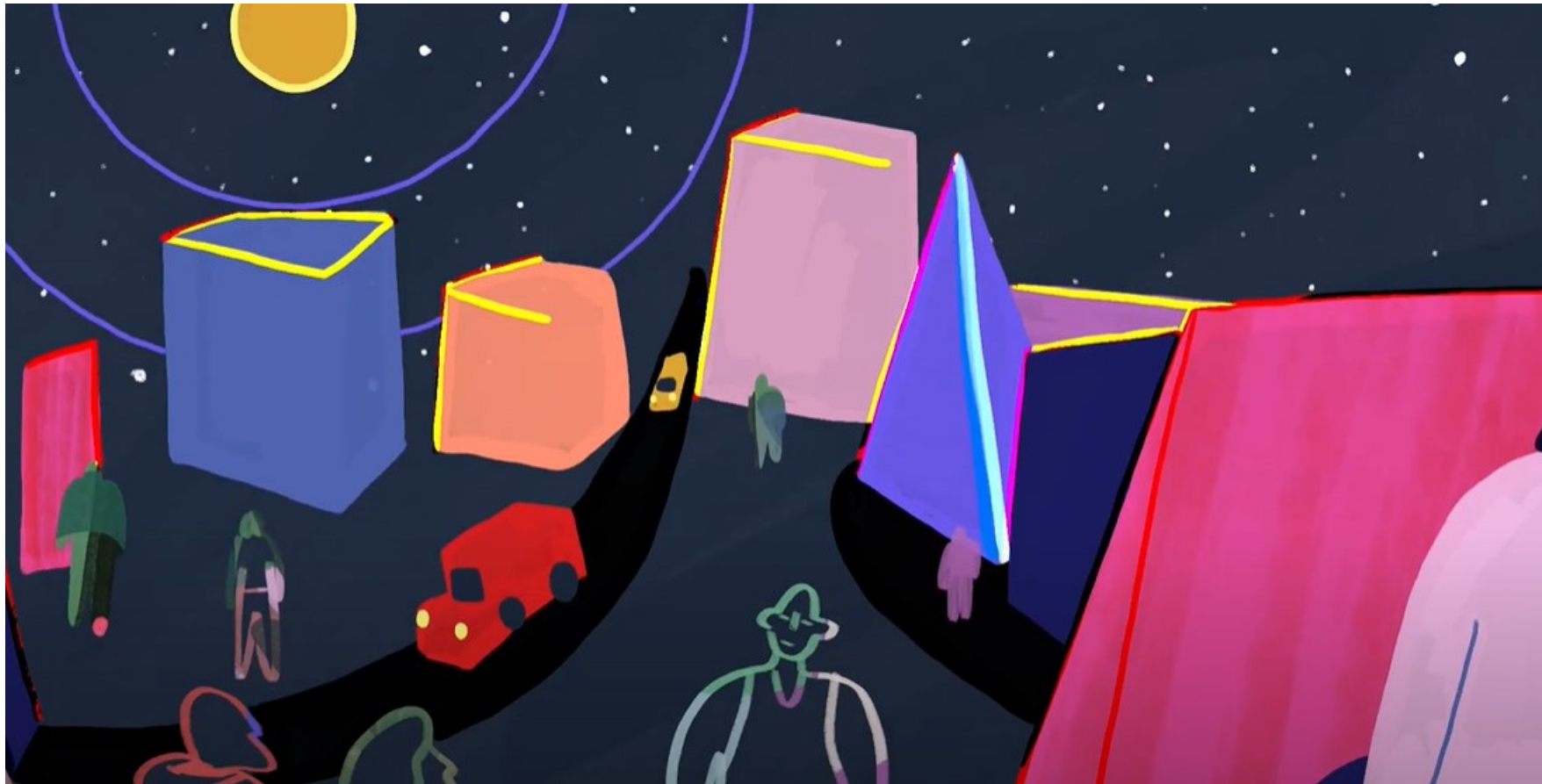
What does your rucksack say about who you are and your worldview?



And still, most of us will not only see the earth through only one lens, but rather through a blend of multiple visions.



(I) wanted to show that they are not static and segregated but can be interwoven and connected. So I decided that the film would be very fluid, transitioning from one scene or worldview to the next



In an increasingly **pluralistic** society, understanding the world around us means realising there is no **neutral** perspective.

Nobody stands nowhere – do you know where you stand, and why?



WORLD VIEWS: JUDAISM

How do we identify
different world views
within a religion?





JUDAISM

ORTHODOX AND PROGRESSIVE

IRIS SEGAL

- SHE SEES HERSELF AS A SECULAR JEW – DOES NOT BELIEVE IN GOD BUT GOES TO A SYNAGOGUE REGULARLY TO BE PART OF A JEWISH COMMUNITY
- BORN AND RAISED IN ISRAEL
- MOST OF THE INFORMATION ABOUT JEWS ONLINE AND IN TEXTBOOKS IS ABOUT ORTHODOX JEWS
- THERE ARE TWO SYNAGOGUES IN BRISTOL, ONE ORTHODOX AND THE OTHER PROGRESSIVE

DIFFERENCES IN SYNAGOGUES

- JEWS GENERALLY GO TO THEIR NEAREST SYNAGOGUE. EVERYONE GOES IN IT FOR DIFFERENT REASONS E.G. TRADITION FOR THEIR CHILDREN, BEING SPIRITUAL, HAVING COMMUNITY WITH OTHERS ETC. EVEN IF THEY DO NOT FOLLOW A RULE AT HOME, THEY WILL IN THE SYNAGOGUE TO SHOW RESPECT.
- POLITICAL ISSUES ARE NOT DISCUSSED DURING THE SERVICES SO THAT ALL DIFFERING VIEWS ARE VALUED. INSTEAD, PEOPLE MIGHT MEET IN THE WEEK IF THEY WANT TO DISCUSS POLITICS
- SOME PEOPLE ARE MEMBERS OF BOTH SYNAGOGUES – ORTHODOX AND PROGRESSIVE AND THEY SELECT BY WEEK WHICH ONE THEY ATTEND.

- **IN ORTHODOX** – TRADITIONALLY MEN AND WOMEN SIT SEPARATELY, WOMEN SIT ON THE BALCONY.
- ONLY MEN LEAD SERVICES

- **IN HER PROGRESSIVE**/LIBERAL SYNAGOGUE IN BRISTOL, THERE IS MORE EQUALITY BETWEEN MEN AND WOMEN, THEY SIT TOGETHER
- YOUR INVOLVEMENT IN THE SYNAGOGUE DEPENDS ON YOUR KNOWLEDGE AND NOT YOUR SEX
- WOMEN CAN BE RABBI AND OTHER PEOPLE IN THE CONGREGATION CAN LEAD SERVICES AND SPREAD THE WORKLOAD

SERVICES IN THE SYNAGOGUE

- **ORTHODOX:**
- SERVICES ARE LONGER (3 HOURS)
- IN HEBREW
- PEOPLE ARRIVE AT DIFFERENT TIMES DURING THE SERVICE
- **PROGRESSIVE:**
- SHORTER SERVICES (1 ½ HOURS)
- ALL ARRIVE AT SAME TIME
- HAVE AN ORDER OF SERVICE BOOK IN HEBREW WITH ENGLISH TRANSLATION AND PRONUNCIATION CLUES
ALL VISITORS CAN FOLLOW
- EVERYONE UNDERSTANDS THE MESSAGE CARRIED BY THE SERVICE AND PRAYERS

- SOME PARTS OF THE SERVICE ARE SUNG BUT THE AMOUNT OF SINGING IS INFLUENCED BY WHERE THOSE JEWS ORIGINATED

THE TORAH

- 5 BOOKS OF MOSES
- IN SERVICES TORAH IS READ IN ORDER, FROM END TO END, BIT BY BIT OVER THE YEAR. EACH SERVICE PICKS UP WHERE THE LAST ONE LEFT OFF. AT THE END OF THE YEAR, IT IS ROLLED BACK TO THE BEGINNING
- PROGRESSIVE JEWS USE PRINTED BOOKS THAT ARE IN HEBREW AND TRANSLATED INTO ENGLISH AND THEY WOULD NOT HAVE A SCROLL AT HOME
- TREATED AS SOMETHING SPECIAL
- NO PUNCTUATION IN THE TORAH
- ORTHODOX JEWS READ WHOLE PASSAGE FROM THE TORAH IN SERVICES
- PROGRESSIVE JEWS READ SELECTED PARTS FROM THE PASSAGE



CLOTHING



- **KIPPAH**
- ORTHODOX: ONLY MEN AND BOYS WEAR KIPPAH
- PROGRESSIVE: WOMEN AND GIRLS CAN WEAR IT TOO ALTHOUGH VERY FEW DO BUT THEY HAVE THE OPTION
- **TALLIT**
- SAME AS THE KIPPAH AND DIFFERENT COLOURS AND DESIGNS ALLOWED NOT JUST THE TRADITIONAL BLUE AND WHITE

EATING

- CHILDREN LEARN ABOUT JEWS NOT MIXING MEAT AND DAIRY
- NOT EVERYONE TODAY FOLLOWS THIS RULE
- WOULD NEED TO ASK THE INDIVIDUAL AND NOT MAKE ASSUMPTIONS
- SLAUGHTERING RULES: JEWS DISAGREE, SOME PREFER FREE RANGE

FESTIVALS

- JEWS OBSERVE FESTIVALS TO DIFFERENT EXTENTS. FESTIVALS ARE INFLUENCED BY THEIR HOSTING COUNTRY.
- IN THE WEST HANUKKAH HAS BECOME A MAJOR FESTIVAL BECAUSE OFTEN IT FALLS IN DECEMBER AND INVOLVES LIGHTS AND PRESENTS. JEWISH CHILDREN THEN DID NOT FEEL LEFT OUT AT CHRISTMAS
- IN ISRAEL HANUKKAH IS MORE ABOUT SHARING WITH OTHERS AND CHARITY

RIGHTS OF PASSAGE

BAR MITZVAH

CELEBRATION OF WHEN CHILDREN BECOME ADULTS

TRADITIONALLY HAPPENS FOR BOYS WHEN THEY ARE 13 AND GIRLS WHEN THEY ARE 12

GIRLS' CELEBRATION MORE LIKE A BIG PARTY BUT BOYS' IS ABOUT READING THE TORAH IN THE SYNAGOGUE WHETHER THEY ARE PROGRESSIVE OR ORTHODOX JEWS

AFTERLIFE

- JEWS TEND TO DWELL ON THE HERE AND NOW RATHER THAN WHAT COMES AFTER DEATH
- THEIR BELIEFS ARE MORE ABOUT REPAIRING THE WORLD THEY LIVE IN E.G. JEWISH FESTIVAL OF PLANTING TREES
- THEY CONCENTRATE ON PLANNING FOR THE FUTURE
- THERE IS A CONCEPT OF HEAVEN AND HELL ALTHOUGH THEY DON'T TALK ABOUT IT MUCH

JUDAISM ACTIVITIES

- DREIDAL GAME



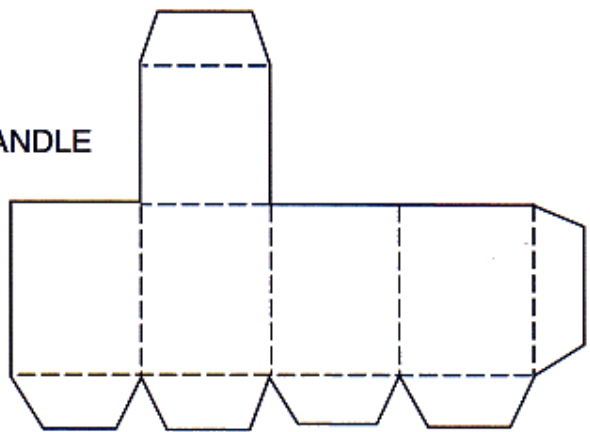
PLAYING THE DREIDEL GAME

- THE HEBREW WORD FOR DREIDEL IS SEVIVON, WHICH MEANS “TO TURN AROUND.” DREIDELS HAVE FOUR HEBREW LETTERS ON THEM, AND THEY STAND FOR THE SAYING, NES GADOL HAYA SHAM, MEANING “A GREAT MIRACLE OCCURRED THERE.” IN ISRAEL, INSTEAD OF THE FOURTH LETTER SHIN, THERE IS A PEH, WHICH MEANS THE SAYING IS NES GADOL HAYA PO — “A GREAT MIRACLE OCCURRED HERE.”
- PLAYING WITH THE DREIDEL IS A TRADITIONAL HANUKKAH GAME PLAYED IN JEWISH HOMES ALL OVER THE WORLD, AND RULES MAY VARY.
- HERE’S HOW TO PLAY THE BASIC DREIDEL GAME:
 - 1. ANY NUMBER OF PEOPLE CAN TAKE PART.
 - 2. EACH PLAYER BEGINS THE GAME WITH AN EQUAL NUMBER OF GAME PIECES (ABOUT 10-15) SUCH AS PENNIES, NUTS, CHOCOLATE CHIPS, RAISINS, MATCHSTICKS, ETC.
 - 3. AT THE BEGINNING OF EACH ROUND, EVERY PARTICIPANT PUTS ONE GAME PIECE INTO THE CENTRE “POT.” IN ADDITION, EVERY TIME THE POT IS EMPTY OR HAS ONLY ONE GAME PIECE LEFT, EVERY PLAYER SHOULD PUT ONE IN THE POT.
 - 4. EVERY TIME IT’S YOUR TURN, SPIN THE DREIDEL ONCE. DEPENDING ON THE SIDE IT LANDS ON, YOU GIVE OR GET GAME PIECES FROM THE POT.



- A) NUN MEANS “NISHT” OR “NOTHING.” THE PLAYER DOES NOTHING.
 - B) GIMEL MEANS “GANTZ” OR “EVERYTHING.” THE PLAYER GETS EVERYTHING IN THE POT.
 - C) HEY MEANS “HALB” OR “HALF.” THE PLAYER GETS HALF OF THE POT. (IF THERE IS AN ODD NUMBER OF PIECES IN THE POT, THE PLAYER TAKES HALF OF THE TOTAL PLUS ONE).
 - D) SHIN (OUTSIDE OF ISRAEL) MEANS “SHTEL” OR “PUT IN.” PEH (IN ISRAEL) ALSO MEANS “PUT IN.” THE PLAYER ADDS A GAME PIECE TO THE POT.
-
- 5. IF YOU FIND THAT YOU HAVE NO GAME PIECES LEFT, YOU ARE EITHER “OUT” OR MAY ASK A FELLOW PLAYER FOR A “LOAN.”
 - 6. WHEN ONE PERSON HAS WON EVERYTHING, THAT ROUND OF THE GAME IS OVER!

HANDLE



Glue
Handle
Here

GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE



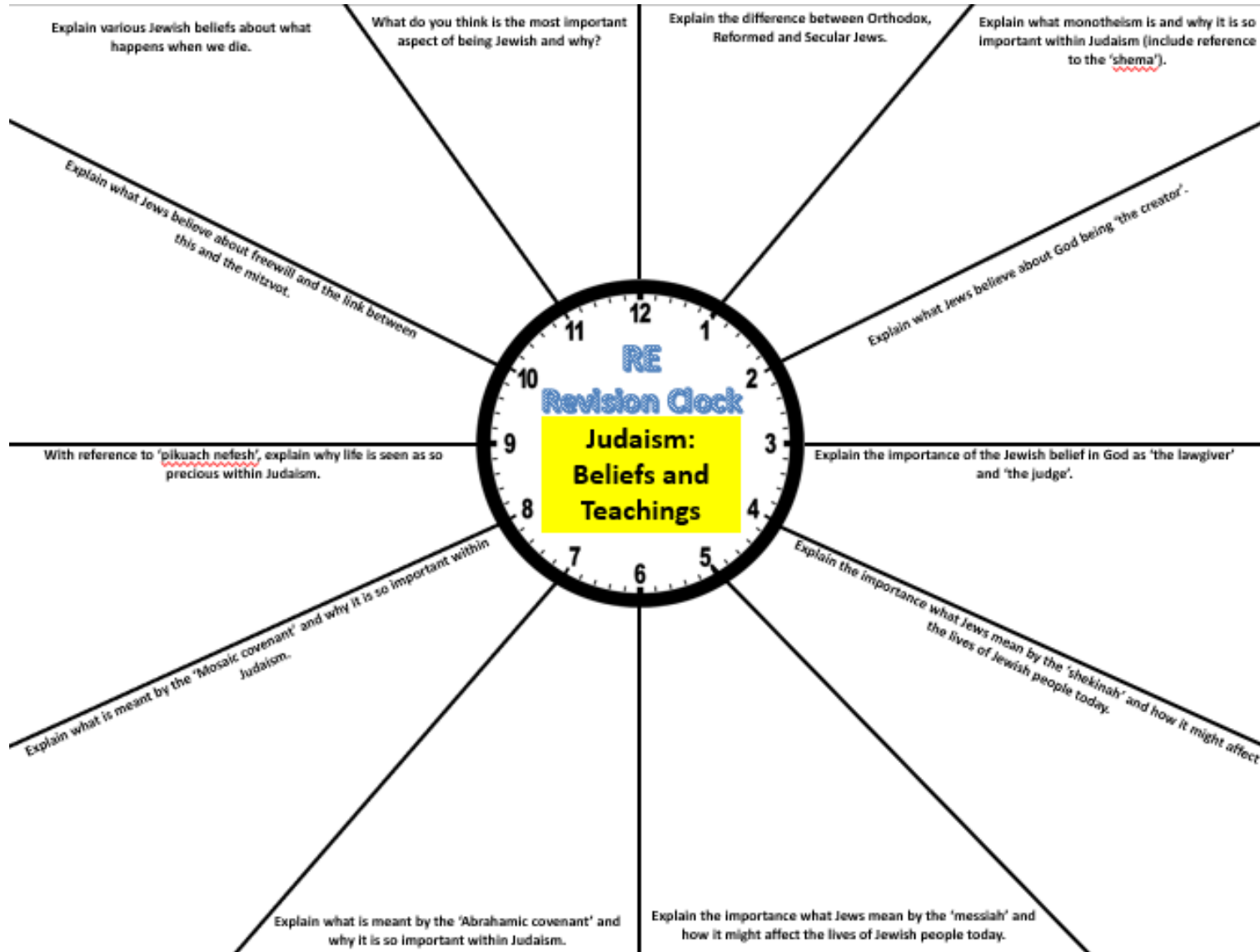
GLUE HERE

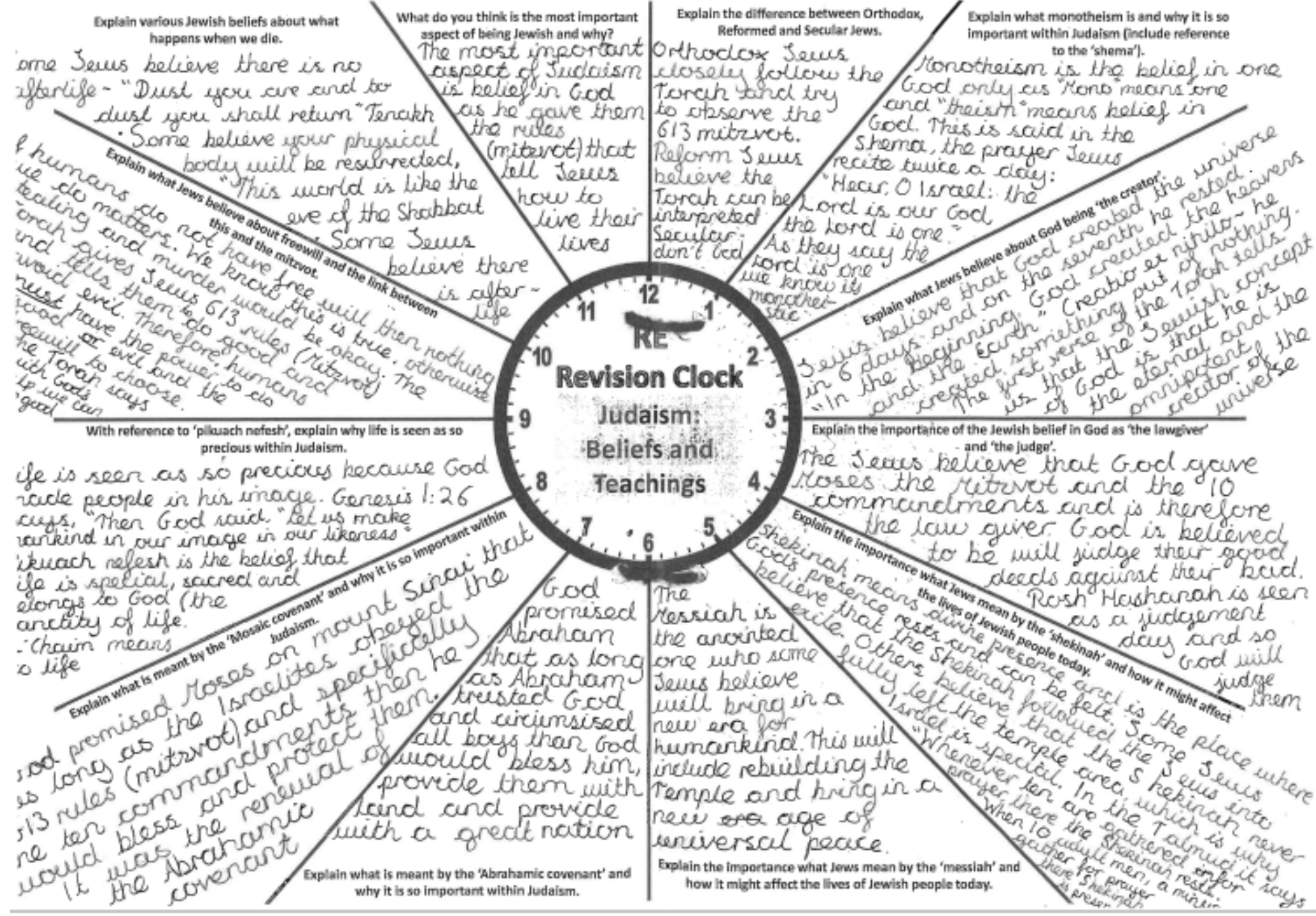
GLUE HERE

GLUE HERE

GLUE HERE

JUDAISM REVISION CLOCK ACTIVITY





HOW DOES IT WORK?

Either students given information that they then have to summarise and condense onto each section of the revision clock or students use it as a revision tool at the end of a unit prior to some form of summative assessment.

Students use it to identify areas of a particular unit of study where there are gaps in their knowledge and therefore they need to focus their revision on.

If used in a lesson (or over the course of a couple of lessons) students are given a set amount of time for each section to help them to break the task down.

Helps them to structure their revision and break it down into manageable chunks.

It can work well if they are given specific key words to include in each section.

SYNAGOGUE VIRTUAL TOUR LESSON IDEA

Creating an eco-synagogue

Using <https://synagogues-360.anumuseum.org.il/tours/>

We explore different types of synagogues, particularly picking out some of the wooden synagogues and the exciting modern architecture.

Students volunteer to 'lead' the tour and have to point out the features that they recognise

Each synagogue is given a score out of 10 as to how eco-friendly the students think it would be and what they could do to improve this aspect.

Students then design their own Eco-synagogue which has to include the key features

To challenge students we use this: http://resource.download.wjec.co.uk.s3.eu-west-1.amazonaws.com/vtc/2020-21/e120-21_7-8/batch_2/wjec/1-judasim_core_practices-worship_in_the_synagogue%E2%80%8B.pdf

And students will design an Orthodox and a reform synagogue with the specific features in place.

OTHER 360 VIRTUAL RESOURCES:

https://www.youtube.com/watch?v=k_cIFvRu0cs – 360 video of the Hajj

<https://www.youtube.com/watch?v=8cbYbQKGwoE> – 360 video of Hagia Sophia Mosque

<https://www.youtube.com/watch?v=DYeNqirHxSE> – Golden Temple (mute the audio)

<https://www.youtube.com/watch?v=euZ9AAgSK9k> – Nankana Sahib: 360 Video of Guru Nanak Dev Ji's birth place

<https://www.youtube.com/watch?v=1weLuFoNvnw> – amazing Hindu temple complex (mute audio)

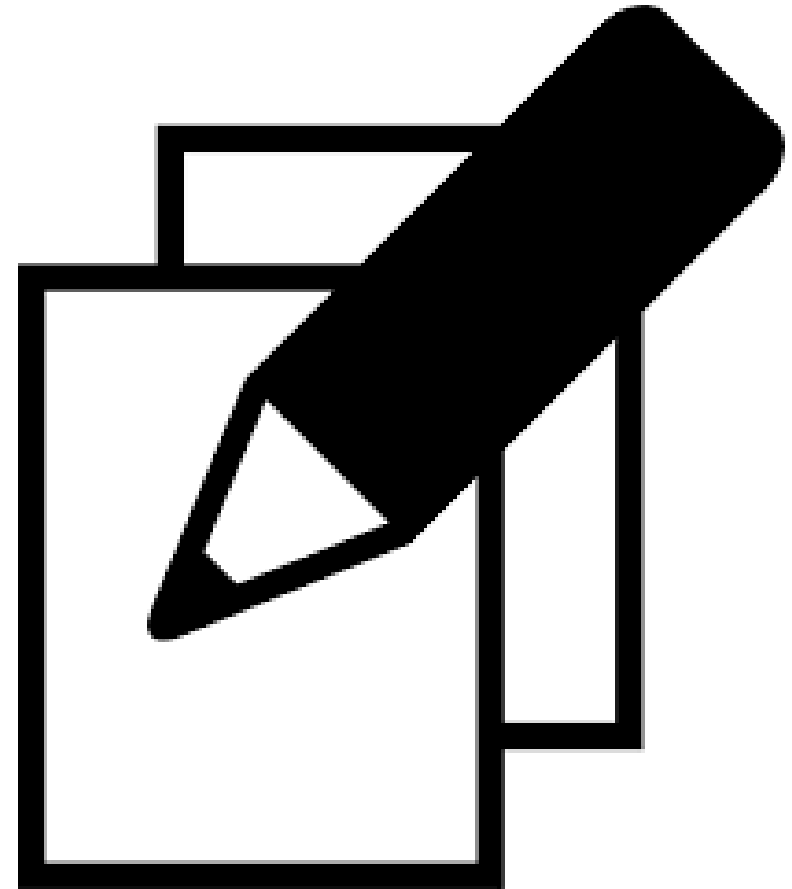
<https://www.youtube.com/watch?v=lqFQhM80Tsk> – Virtual Darshan (hindu Temple)

<https://www.youtube.com/watch?v=vxH0WyDtQBA> – St Paul's Cathedral

<https://www.youtube.com/watch?v=MDUHxo0GDbS> – Bodh Gaya

<https://www.youtube.com/watch?v=R2zdh0N41N4> - Synagogue

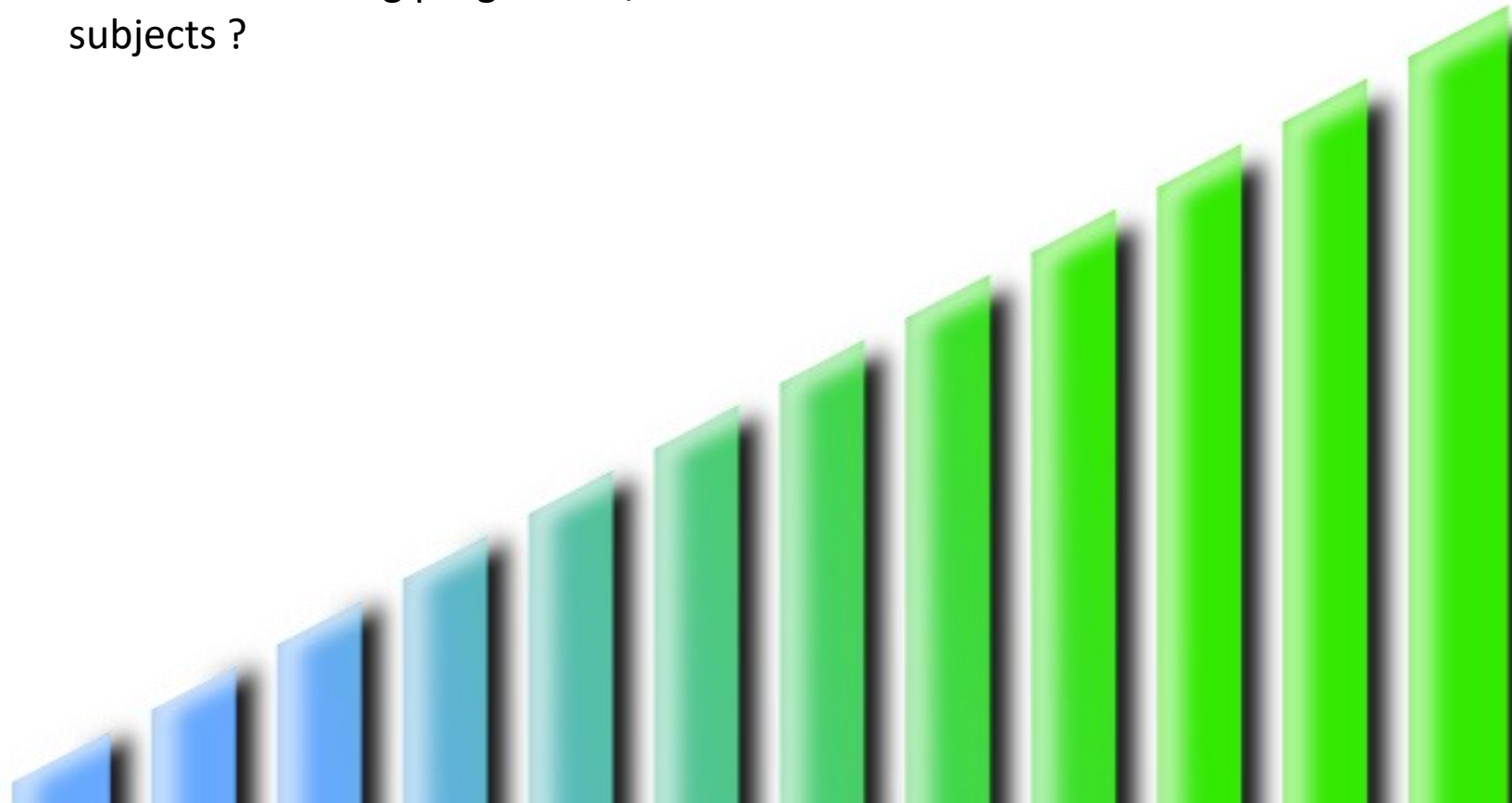
ASSESSMENT





Group discussion: Monitoring Progress / Assessment ?

1. Why do we monitor progress ?
2. Why do we assess pupil's work?
3. What are the expectations in your school?
4. Should monitoring progression/ assessment in RE be the same as other subjects ?





Being Realistic

1. RE progression / or assessment should correlate to the **amount of curriculum subject time** you have . 5% of curriculum time – RE is not English or Maths
2. Monitoring should not be the **wagging tail** .
3. The KEY focus is a well structured curriculum – **your learning outcomes** are your monitoring tools. **Teaching and learning first**



In studying any religious worldview/faith we want to be presenting not just the stories and practices, but a clear explanation of the underlying **theology**. We need to be presenting and assessing not just ***what*** people do but ***why*** they do it. This should also form the core of our assessment procedures. We need to be analysing the understanding of our children on a deeper level than just a knowledge of facts and events.

Similarly, assessment should cover the other two areas of a broad RE curriculum (Philosophy and Human Social Sciences).

How are these 3 areas assessed in your school?



EXAMPLES OF ASSESSMENT



HAZEL BAINES: ASSESSMENT & THEOLOGY - PRIMARY

One school's ways of creating assessment opportunities - Theology:

- Ensure that whoever is presenting the learning opportunity has a good grasp of the key theology involved.
- Ensure that any presentation of events includes clues as to underlying theology.
- Note down verbal responses when discussing the story.
- Use open ended statements for the children to complete: “David beat Goliath because.....”
- Use statements rather than questions because it is quick and easy to produce, especially for younger children.
- Remember that we are assessing ***theological understanding*** not literacy skills and that often some of our least academic children excel in spiritual awareness.
- Mark RE learning using colour (purple) to indicate evidence of deeper learning.



RE Assessment Tracking 2016-17 Year 4

1 – Emerging 2 – Expected 3 – Deeper learning

	Creation	Incarnation	Salvation	Trinity	Judaism	Spiritual Literacy
	3	3	3	3	3	3
	2	2	3	2	2	2
	2	3	3	2	2	1
	2	2	2	2	3	2
	3	2	2	2	3	2
	3	2	3	2	2	2
	3	3	3	3	3	3
	3	3	3	3	3	3
	1	1	1	1	1	1
	3	2	2	2	3	3
	3	2	3	2	3	2
	2	3	2	2	2	2
	3	3	3	2	2	2
	2	2	3	2	3	2

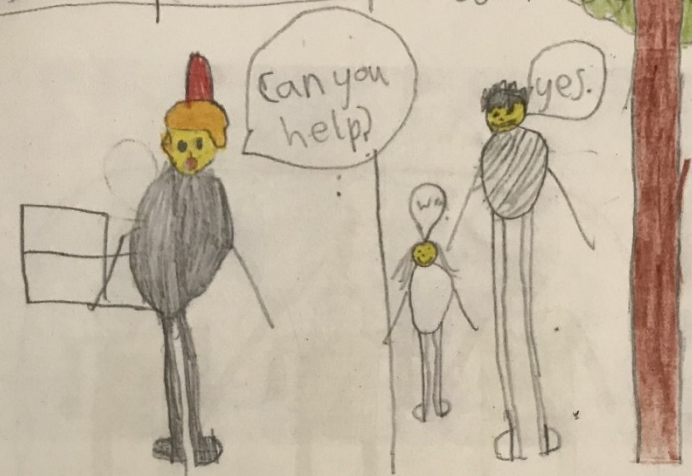
LC: I understand that Jesus was a powerful leader.



the centurion was a good leader because he loved ^{deep} ^{down} his people. Jesus was a good leader because he was sent from God. Jesus had power because what was impossible for men is possible for God.

Waw, Max! Amazing! 1/6. (I)

LC: I understand that Jesus was a powerful leader.



The centurion was a good leader because he showed love to his servants. Jesus was a good leader because he loved everyone even if they were mean. Jesus had power because he created the world.

Some thoughtful and perceptive ideas. Well done!

1/6 (I)

Wednesday 27th November 2019

Year 4

Christmas Prophecies

ISAIAH 11:1-5

- So a new king will come from the family of Jesse [King David's father].
- 2 The Spirit of the Lord will rest upon that king.
The Spirit gives him wisdom, understanding, guidance and power.
And the Spirit teaches him to know and respect the Lord.
- 3 This king will be glad to obey the Lord.
He will not judge by the way things look.
He will not judge by what people say.
- 4 He will judge the poor honestly.
He will be fair in his decisions for the poor people of the land.
At his command evil people will be punished.
By his words the wicked will be put to death.
- 5 Goodness and fairness will give him strength.
They will be like a belt around his waist.

that he will take over David,
The holy spirit is teaching people to love and respect
He is kind hearted
He trusts God and will
He is generous and kind and
He will kill the evil and make goodness appear because he is raw

ISAIAH 9:6-7

- 6 A child will be born to us. God will give a son to us. He will be responsible for leading the people.
His name will be Wonderful Counsellor, Powerful God, Father Who Lives Forever, Prince of Peace.
- 7 Power and peace will be in his kingdom.
It will continue to grow. He will rule as king on David's throne and over David's kingdom.
He will make it strong, by ruling with goodness and fair judgment.
He will rule it forever and ever.
The Lord of heaven's armies will do this because of his strong love for his people.

Jesus will be born to us, to save the world!
Jesus creates Peace, kindness, love and he was powerful
That Jesus will take over David and rule his loving Kingdom

Monday 16th March

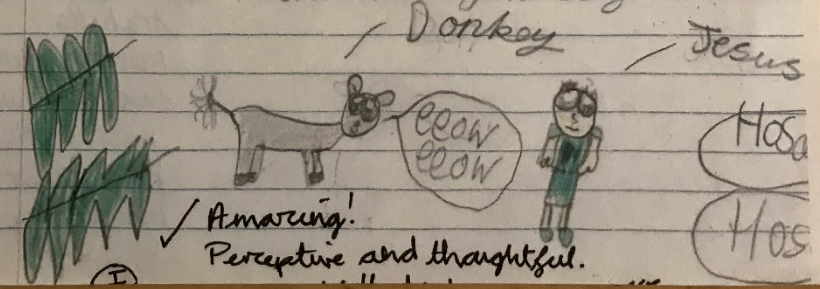
Year 4

Psalm Sunday

1. Some people were happy because they thought of it as a King in the town. They were waving palm leaves and shouting maybe singing "Hosanna".

Other people were angry because they didn't believe he was God's son and that he was lying. They didn't believe in his power. It made them angry that he tipped the tables over. They were jealous because he got all the followers and all the attention. Also they thought they knew much more than him.

3. I think this story shows us that we need to show respect to God and Jesus. We also need to be kind to others. Treat people how we wanted to be treated ourselves.



HOW DO WE ASSESS KS3 RE? TREVOR WILLIS (ST EDWARDS SCHOOL IN POOLE)

We live in a 'life without levels' era but that does not mean that we cannot assess and track progress.

We have identified 4 core RE skills (Knowledge, Understanding, Evaluation and Reflection) and have written 'development descriptors' for each one.

Each lesson is structured around the development of these skills.

Each unit has a formal assessment at the end (End of Unit Assessment) and includes one question focused on assessing the development of each skill.

We then track the performance of each student in each of the key skills.

Our statement banks for our reports are also based upon the wording of the skills 'development descriptors'.

	Foundation Knowledge	Developing Knowledge	Securing Knowledge	Extending Knowledge
Year 7	Shows an awareness of basic religious vocabulary and is able to state key religious beliefs.	Shows knowledge of the meaning of basic religious vocabulary and the ability to describe key religious beliefs.	Shows the ability to use basic religious vocabulary appropriately and to describe variations in religious belief.	Demonstrates confident and appropriate use of basic religious vocabulary and the ability to describe varying religious beliefs with clarity.
Year 8	Shows an awareness of an increasing range of religious vocabulary and is able to describe varying religious beliefs.	Shows knowledge of the meaning of an increasing range of religious vocabulary and the ability to describe the similarities and differences between various religious beliefs.	Shows the ability to use an increasing range of religious vocabulary appropriately and can identify evidence that underpins the similarities and differences between various religious beliefs.	Demonstrates confident and appropriate use of an increasing range of religious vocabulary and is able to explain how various forms of evidence underpin the similarities and differences between religious beliefs.
Year 9	Shows an awareness of an extensive range of religious vocabulary and is able to describe the similarities and differences between a wide variety of religious beliefs.	Shows knowledge of the meaning of an extensive range of religious vocabulary and the ability to provide detailed descriptions of the similarities and differences between a wide variety of religious beliefs.	Shows the ability to use an extensive range of religious vocabulary appropriately and can identify evidence that underpins the similarities and differences between a wide variety of religious beliefs.	Demonstrates confident and appropriate use of an extensive range of religious vocabulary and is able to explain how various forms of evidence underpin the similarities and differences between a wide variety of religious beliefs.

	Foundation Understanding	Developing Understanding	Securing Understanding	Extending Understanding
Year 7	Shows the ability to identify a reason for someone holding a specific religious belief.	Shows the ability to identify multiple reasons for someone holding a specific religious belief.	Shows the ability to identify multiple reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life.	Shows the ability to identify multiple reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life in a number of ways.
Year 8	Shows the ability to identify evidence that supports the reason for someone holding a specific religious belief.	Shows the ability to identify a range of evidence that supports the reasons for someone holding a specific religious belief.	Shows the ability to identify a range of evidence that supports the reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life.	Shows the ability to identify a range of evidence that supports the reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life in a number of ways.
Year 9	Shows the ability to analyse evidence that supports the reason for someone holding a specific religious belief.	Shows the ability to analyse a range of evidence that supports the reasons for someone holding a specific religious belief.	Shows the ability to analyse a range of evidence that supports the reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life.	Shows the ability to analyse a range of evidence that supports the reasons for someone holding a specific religious belief and an understanding of how that belief might influence how that person lives their life in a number of ways.

	Foundation Evaluation	Developing Evaluation	Securing Evaluation	Extending Evaluation
Year 7	Is able to state their own opinion in response to a religious position.	Is able to state their own opinion in response to a religious position and give a simple reason to support it.	Is able to state their own opinion in response to a religious belief and give more than one simple reasons to support it.	Is able to state their own opinion in response to a religious belief and give more than one simple reasons to support it, show an awareness that others may disagree with them.
Year 8	Is able to demonstrate an understanding that various people might form different conclusions in response to the same issue.	Is able to demonstrate an understanding that various people might form different conclusions in response to the same issue and able to state their own position in response.	Is able to demonstrate an understanding that various people might form different conclusions in response to the same issue and able to state their own position in response, supported by at least one reason.	Is able to demonstrate an understanding that various people might form different conclusions in response to the same issue and able to state their own position in response, supported by more than one reason.
Year 9	Is able to identify at least one reason to support each of the different conclusions that different people may form in response to the same issue.	Is able to identify more than one reason to support each of the different conclusions that different people may form in response to the same issue.	Is able to identify more than one reason to support each of the different conclusions that different people may form in response to the same issue. Also has the ability to make a judgement about which of these conclusions matches their own opinion most closely.	Is able to identify more than one reason to support each of the different conclusions that different people may form in response to the same issue. Also has the ability to make and justify a judgement about which of these conclusions matches their own opinion most closely.

	Foundation Reflection	Developing Reflection	Securing Reflection	Extending Reflection
Year 7	Has the ability to identify an aspect of their own life where their study of religion has either challenged or reaffirmed a personal viewpoint.	Has the ability to explain how their study of religion has either challenged or reaffirmed a personal viewpoint within an aspect of their own lives.	Has the ability to explain how their study of religion has either challenged or reaffirmed more than one personal viewpoints within one or more aspects of their own lives.	Has the ability to explain how their study of religion has either challenged or reaffirmed multiple personal viewpoints within various aspects of their own lives.
Year 8	Has the ability to empathise and able to give an example of how other people's thoughts and feelings are affected by their religious beliefs and practices.	Has the ability to empathise and able to give more than one example of how other people's thoughts and feelings are affected by their religious beliefs and practices.	Has the ability to empathise and give specific examples of how other people's beliefs might be made stronger through their religious practices.	Has the ability to empathise and give specific examples of how other people's beliefs might be made stronger through their religious practices and explain what impact this may have on their life.
Year 9	Has the ability to identify a range of influences on the formulation of their own spirituality and moral character.	Has the ability to explain which influences on the formulation of their own spirituality and moral character have had the most impact on them.	Has the ability to explain which influences on the formulation of their own spirituality and moral character have had the most impact on them and their response to specific religious issues.	Has the ability to explain which influences on the formulation of their own spirituality and moral character have had the most impact on them and their response to specific religious issues and the way that they live their life.

GRAFT — RESPONDING TO FEEDBACK

A recent development within the feedback cycle with the RE department in our school has been to place more focus on students actively responding to feedback.

The feedback in each section of the End of Unit assessment will focus on how to develop that skill further.

Students will be set specific tasks in the feedback lesson and will be asked to improve their work in order to move it up to the next stage of development for that specific skill.



FEEDBACK AND MARKING: CHARLOTTE SIDES (CROCKERTON SCHOOL)

Date at beginning of learning sequence:		Success Criteria:	
WALT:			
Comments for Initial writing task		Further comments from follow up lessons/editing time	Targets to take forward:
Absences:		Absences:	Resources used that supported pupils to use in future:
Year Group:			
Year Group:			
Whole Class			



Next steps



Special praise

VF Verbal feedback given during the lesson



* Children who need VF in the next lesson

Other updates

- South West RE conference(virtual) 31/3/22 - book now!
- South Glos/Bristol RE Conference Friday 28th January How Interesting Are You?
<https://www.eventbrite.co.uk/e/annual-re-conference-2022-how-interesting-are-you-tickets-181808854177>
- Wiltshire SACRE has a Right Choice webpage here
<https://rightchoice.wiltshire.gov.uk/Search/sacre>
- Learn Teach Lead RE <https://ltlre.org/> resources as well as CPD
- Bishop Wordsworth Grant Bid Forms will be found here. Deadline for applications is the last Friday of this term –
<https://www.salisbury.anglican.org/@@search?SearchableText=BWET>
- link for the 22-23 **farmington scholarship leaflet**
<https://www.salisbury.anglican.org/resources-library/schools1/funding/farmington-scholarships/2022-23-farmington-scholarship-leaflet-oct-2021/view>

Other updates

Visits and virtual visits resources

- [AREnewsletterFebruary2021.pdf](#) and the RE webpage <https://www.cofesuffolk.org/schools/school-leaders/religious-education/re-resources/>
- Virtual Visits Padlet here <https://cofesuffolk.padlet.org/gemmakingston1/xuiwor7oe1aiz6wt>
- Berkshire resource 'Real People, Real Faith' <https://www.natre.org.uk/about-natre/projects/real-people-real-faith/> includes videos
- See here RE Online places of worship <https://www.reonline.org.uk/specials/places-of-worship/judaism.htm>

- **Grants** Bishop Wordsworth Education Charity - £1,000 per primary/first/middle school and £3,000 per secondary school. Write grant bid by December 15th <https://www.salisbury.anglican.org/resources-library/schools1/funding>
- **Date and Venue of next meeting.**
- **DBE courses coming up.** <https://www.salisbury.anglican.org/schools>
- **SACRE courses.**
- **NATRE/REToday** <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/>
<https://www.natre.org.uk/>



Organised by
a working
party of
teachers and
RE Advisers
from Bristol,
BCP, Dorset
and
Wiltshire.

Subsidised by
a grant from
Sarum St
Michael's
Education
Charity.



CRE-ative, RE-inspiring, Virtual Conference

31st March 2022

Keynote Speaker – Adam Robertson (REToday and specialist on Islam)

Non-religious Worldviews (including Humanism - Luke Donnellan)

Inter-Faith Panel sharing their personal lived experience

Choose 2 creative workshops

Free to PSA subscribed schools; £150 otherwise

All sessions are recorded and available to those who book a place

If you have already got UC in your school, then you may want to book on the 'Going Deeper' Course run by the SDBE – and led by two HLPs who are UC trainers.

Bespoke CPD Course: Embedding the use of Understanding Christianity in your school - 12/07/2022

Taking Understanding Christianity Knowledge and Teaching Strategies One Step Further



For schools who have begun to use the Understanding resource. This course will allow those attending the chance to explore a number of the more challenging Understanding Christianity Concepts in more detail, leading to better subject knowledge. It will give time to consider effective teaching methods to unpack these concepts with children. Ideas for effectively planning curriculum content, progression and assessment for these concepts will be explored.

PSA Schools: £75 + VAT
Non-PSA Schools: £150 +
VAT per person

Alternatively, speak to your nearest UC trainer HLP/Nicola Coupe and you can buy them in to deliver a staff meeting to your team only or invite another school to your meeting/INSET day. £250 for the first half day or twilight, including planning time with you. £125 for subsequent twilights. Costs can be split between attending schools by agreement with HLP



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Not yet using UC as a resource?

Look on the RE Today UC site here for online courses:

<https://www.understandingchristianity.org.uk/advisers-and-training/book-upcoming-primary-courses/>

£210 including £75 worth of course folder for CofE schools.

A national grant subsidises this course for community schools, who will pay just £60. Tell your MAT or Cluster schools to act while funding lasts!

More dates to follow

Next cohort would begin Friday 11th February 12.20pm – 3.30pm
There will be two other dates for days 2 and 3 TBC

Another cohort will start: Weds 6th April 1 – 4pm
There will be two other dates for days 2 and 3 TBC

Another cohort will start Tuesday 14th June 1-4pm
There will be two other dates for days 2 and 3 TBC

BOOK NOW

Understanding Christianity – 9 December 2021

Dates:

Session 1: **Thursday 9 December 2021** – 1pm–5pm
Module 1 (Introduction) & Module 2 (Teaching and learning model)

Session 2: **Thursday 17 February 2022**– 1pm–5pm
Module 3 (The ‘big story’ of the Bible) & Module 4 (Planning great teaching & learning)

Session 3: **Thursday 12 May 2022** – 1pm–5pm
Module 5 (Purpose and impact), Module 6 (The ‘big story’: digging deeper) & Module 7 (Curriculum design)

Location: Online

Trainer: Adam Robertson, RE Today Adviser

Cost: Full Price: £210 (**£60 for community schools**)

Virtual PSA Subscription Course: How to be an effective and supportive Link Governor for RE - 09/12/21

This course is being repeated again on 11th May as a twilight 18:00-19.30

Are you a governor who has a 'link' responsibility for RE? Join this short, virtual session to hear about how RE is inspected through Ofsted as well as SIAMS and how you might support the school's evaluation of the subject.



Build up confidence in your understanding of what 'great RE' looks like in a school and explore ways in which you can be effective and supportive in your link governor role.

Develop your school's approach to embed effective monitoring of RE and Collective Worship through this facilitated activity session for a governor and RE Subject Leader from the same school.

Course details

Where	Virtual via Zoom
When	13:00 - 14:30, Thursday 9 December 2021
Led by	Nicola Coupe
Course suitable for	School Leader, Head Teacher, RE Lead, Foundation Governor, Chair of Governors, Ex Officio Governor, Clergy
Course category	Leadership - Headteachers & Governors
Department	School/Parishes
Availability	Places available
PSA cost	PSA Schools: Free Non PSA Schools: £50 + VAT



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PSA Subscription Course: Collective Worship Leads Session 1 -29/11/21

Professional Development and Update Training for Collective Worship Leaders in schools



This session will include sharing of inspiring practice across the diocese, including examples of reflection and prayer. As well as giving attendees time to reflect, talk and plan worship, this session will focus on the development of:

- Key Stage/Class Worship/Tutor Group Worship
- Whole School Prayer Spaces and

- Display & reflection areas

Three venues in person

- **29/11/21**
- Cancelled – low numbers
- **30/11/21**
- 15:30-18;00 Dorford Centre, Dorchester
- **08/12/21**
- 15:30-18;00 DEC, Wilton, Salisbury

**Free to PSA subscribed schools,
£100 otherwise**



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SDBE Survey Monkey Questionnaire
will come by email

Digi-review –
feedback
please



Thank you, you are doing great things for RE!

Next meeting

- March
- What would we like to cover?