

Monitoring and Evaluation should evidence/explore 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.
- that religious education expresses the school's Christian vision.

Questions for pupils (select from)

1. What is RE? When you think about RE, what goes through your mind first?
2. What time of the week do you usually do RE? (*Is it optimum learning time?*)
3. Why do you think we have RE lessons in the curriculum? /In what way is RE important? / If RE lessons stopped, but everything else in your school stayed the same, would it make a difference?
4. Similarly - Can you describe how RE helps you in everyday life? How could it help you even more?
5. How do you think RE is useful to us if we are not religious/do not believe in God?
6. What do you like most about Religious Education lessons?
7. Show me, or tell me about some work you have done in Religious Education that makes you feel particularly proud. (*range; depth*) Why do you feel proud of this work? (*enjoyment; challenge*)
8. At this school we have a Christian vision. Can you tell me what it is?
 - a. How do you think the school vision is 'lived out' in RE? / is there anything we do in RE that helps us to '**... Vision words here**'
9. Often in RE we learn about the way that people show their faith in their day-to-day lives. Can you think of a world religion/religious worldview you have been learning about? Tell me something about it. (*Draw out from the pupils what they know/have learned. Eg What do you know now about Islam that you did not know before you had these lessons? How has this learning built upon what you already knew?*)
10. How do you know how well you are doing in RE? How do you know what you need to do to improve? (*Do answers relate specifically to RE 'targets'/next steps rather than English?*)
11. Can you think of a Bible story/religious text that you have studied? What did it mean to you? How does it connect to your life? What have you taken from the lesson into your life?
12. Similarly - Can you give an example when RE has helped you to think about something new or changed your mind about something? For example, when it made you go and do something or want to do something different?
13. What interesting things did you learn from the last visitor you had in RE?
14. How often do you go on visits, use artefacts or stories or art to explore ideas in RE?
15. **Show pupils an image that could be RE related...** What does this image make you think?
16. Can you give an example of a 'big question' you have explored in RE? How does exploring answers to important questions help you learn about religion/ people's faith or culture/yourself?
17. What do you think could be improved or changed in RE to help your learning?

To ask pupils after an RE lesson you have seen

1. What was today's/recent RE lesson all about?/What was the main message? Was today's lesson typical? Is there usually... (*everyone there, inspiring content, pupil-led activity/participation, creativity*)
2. What parts of the RE lesson did you enjoy today, especially? and why?
3. What would you change or improve from today's lesson?
4. What will you consider doing differently as a result of the work you are learning in RE?

Monitoring Religious Education	
<i>School Format</i>	
What is the impact of Religious Education on pupils? (feedback from 5 pupils)	
What will pupils (5 pupils) consider doing differently following today's RE lesson?	
What about adults?	
Reviewing the impact of Religious Education at the end of a half-term	
What is the main message that you take away from this half-term's RE learning?	
How have this half-term's RE lessons helped you to flourish?	
How could RE help you even more?	
What about adults?	

To ask Staff (all)/subject leaders

1. Thinking about the school's Christian vision. How does it make difference to you as a member of staff/a human being? Does it impact your life beyond school?
2. What does flourishing mean to you?
3. Describe to me how the school's vision (*fruits of the spirit (love, self-control, patience for example)*) is lived out in your curriculum area? How is it lived out for the staff at this school?
4. Describe how the school's Christian vision is expressed through teaching and learning in RE.
5. How do pupils know what to do to improve in RE?
6. How do you plan what you will cover in the curriculum, so that learning develops religious literacy?
7. Can you give me an example of how you scaffold pupils' learning in RE over time?
8. How well do you think/Can you give an example of the way that RE gives pupils a safe space to critically reflect on their own religious, spiritual or philosophical convictions?
9. As a subject leader, how do you ensure that RE reflects the CoFE 'statement of entitlement'?
10. What supports you most in your professional development as a teacher of RE?
11. What do you think has had the most impact in the way that RE has developed in the school over time? (*eg: through subject leadership, CPD, CoFE vision for Education, input from DBE PSA visits, governor visits, involvement in the REQuality Mark, online sources, NATRE/REToday, SIAMS inspection, OFSTED inspection, Locally agreed syllabus/SACRE, Resources such as Understanding Christianity/Discovery RE, engagement in national work such as Spirited Arts*)
12. How do you think the school's Christian vision is 'lived out' beyond RE/Spirituality, more broadly through the curriculum? Eg How does the curriculum actively enable pupils to reflect and explore spiritual and ethical dimensions of all subjects?

An example of a parent questionnaire/questions to ask in a parent forum – vision and RE

We are conducting a survey to monitor the impact of our curriculum – particularly our teaching of Religion and worldviews/Religious Education (RE). We want our teaching to be informative and inspirational, and for it to help us live out our Christian vision within and beyond the school. **(QUOTE)**

We hope that pupils will be encouraged to reflect upon their learning and are interested to hear from parents whether your child/children talk about RE at home.

By 'RE' we mean all types of learning. This includes our regular lessons, school trips and special visitors. Thank you!

- Q1. What does RE mean to you?
- Q2. How important do you feel it is that your child learns RE in school?
- Q3. How often does your child talk about RE at home? Most weeks/at least once a half term/sometimes/rarely/never.
- Q4. Has your child talked about doing/thinking something different because of RE? (Comment Box)
- Q5. This school talks about '*inspiring to be the best- or school vision*'... How much do you think our school vision has made a difference to your child or to your family? (very much, quite a lot, somewhat, not at all, I don't know.... Q4b. Please give an example (Comment Box)
- Q6. Our vision is xxx. Can you give an example of the way that the school 'lives this out', well?
- Q7. What does flourishing mean to you?
- Q8. We aim for pupils and adults to flourish in our school. How are we doing this well? How could we improve?