



Using the RE Quality mark to support Self Evaluation and effective practice in schools.

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Self Evaluation and Effective practice in school

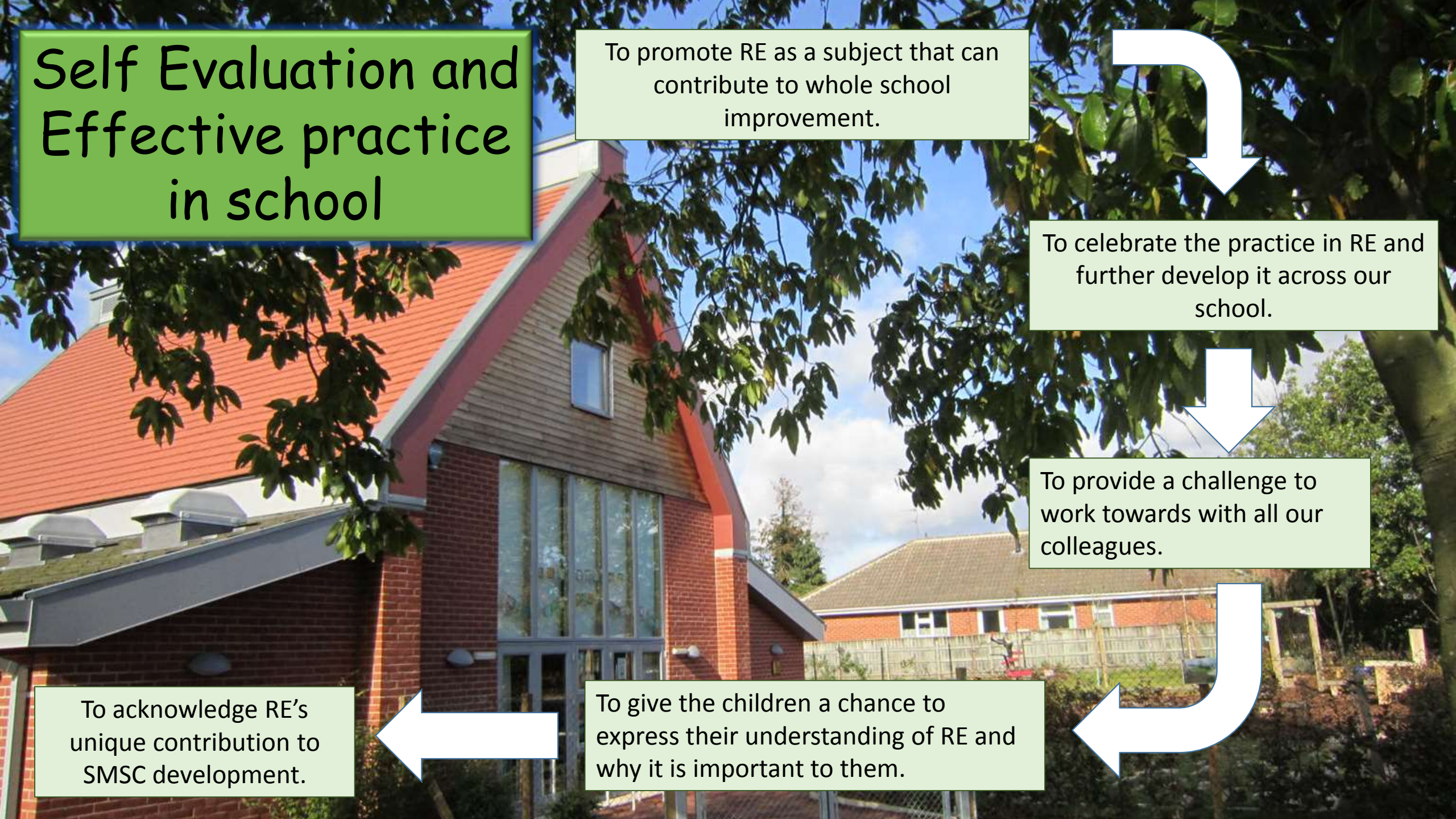
To promote RE as a subject that can contribute to whole school improvement.

To celebrate the practice in RE and further develop it across our school.

To provide a challenge to work towards with all our colleagues.


To acknowledge RE's unique contribution to SMSC development.

To give the children a chance to express their understanding of RE and why it is important to them.




Access to RE Quality mark website it open for a very good Self Evaluation Tool using the Awards Criteria.

<http://www.reqm.org/>



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Recognising outstanding learning in religious education




Welcome to the RE Quality Mark


- Do your learners have great, high quality, authentic experiences in RE?
- Do these experiences contribute to whole school outcomes?
- Would you like this to be recognised?

For the first time, outstanding RE will be acknowledged, celebrated and publicised. The REQM will provide national recognition for the work you do in RE. Flyers: [English](#) [Welsh](#).

Thought provoking RE



Religion ... good or bad?




Schools achieving the BRONZE award are those where:

- there is a commitment to ensuring lively and effective learning in RE
- learners are enthusiastic about RE and the subject is well resourced
- subject leaders and senior leaders are able to articulate their philosophy of religious education in their school.

Criteria and Evidence

Criteria are in **bold**



Learners and Learning

Criterion 1: Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria including P scales.

Evidence 1: Records of assessment indicate learners' progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.

RE Quality Mark

Learners and Learning

Criterion 2: Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.

Evidence 2: Learner perception surveys indicate high levels of engagement, challenge and independence.

AC
RF
LoH
BW
AM
LM

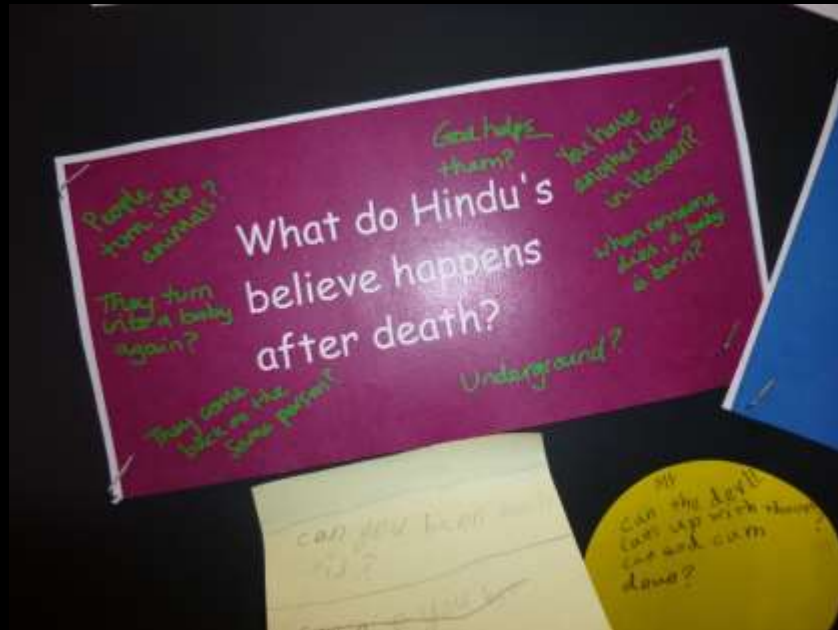
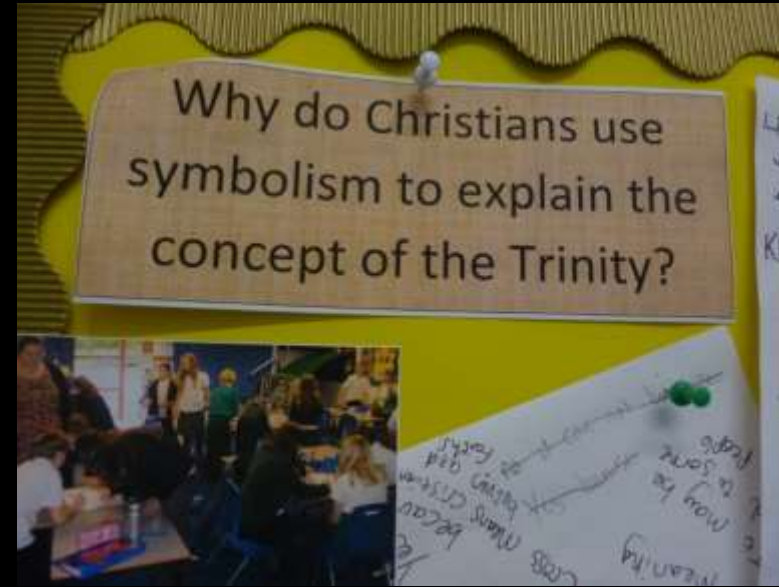
REQM
Learner Perceptions

1. What do you like best in RE?	Learning about different religions & how people do differently Learning about God & Christians
2. How do you learn best?	Researching we find things out for ourselves.
3. How hard do you have to think in RE?	Hard thinking about how different people live as it's unusual to us. - Putting yourself in a situation.
4. How do you know what to do to improve your work in RE?	Make things rather than just writing them down. - Better understanding.
5. What could make your learning in RE better?	Moving through art / painting Immersing in the culture (paper and objects)
6. How often can you say what you think?	Quite a lot I have opinions on lots of things.
7. How often do you listen to other people's ideas?	All the time - talk on coops - group work - important for learning.
8. What kind of big questions do you ask in RE?	No - All sorts about different religions
9. How often do you think and talk about people in other parts of the world?	Quite a lot - India Australia Antarctic Egypt France } topic

Learners and Learning

Criterion 3: Learners are responding to big questions and are beginning to shape their own learning.

Evidence 3: Lesson plans show that learning is planned around big questions, concepts, dilemmas or enquiries, giving learners opportunities to ask questions and suggest lines of enquiry.



Learners and Learning

Criterion 5: Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.

Evidence 5: Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.





Harvest







Learners and Learning

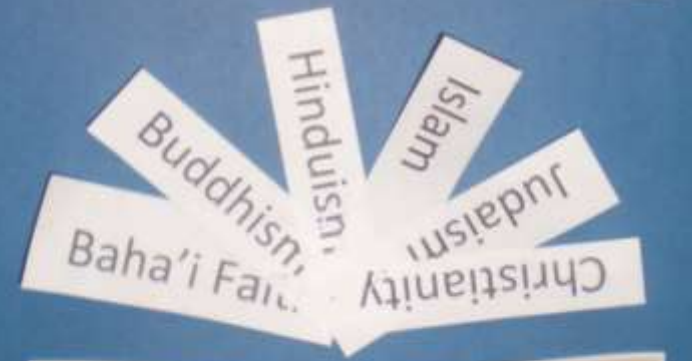
Criterion 6: Learners have opportunities for SMSC (spiritual, moral, social and cultural) development.

Evidence 6: Records of visits, visitors, intra and interfaith dialogue, experiential learning





What is the meaning of Progressive Revelation to Baha'is?



Our first activity involved working together to identify symbols associated with some of the world religions.



RE Mark

Teachers and Teaching

Criterion 1: There are high expectations and good subject knowledge.

Evidence 1: Training being completed by all staff to ensure that high quality RE is being explored.

Evidence 2: Impact of RE training is seen across the school.

THE CHURCH OF ENGLAND
Diocese of Norwich

Working with Schools

Training, activities and courses

2013 - 2014

You are God's work of art

This school runs on LOVE, Laughter and LOTS of PRAYER

Committed to Growth

www.norwich.anglican.org

Teachers and Teaching

Criterion 3: The quality of religious education teaching in most lessons is good.

Evidence 3: Internal monitoring shows the teaching of religious education in most lessons is good.

Dates	Task and Action Steps	Lead Person	Monitored by with dates	Method of monitoring
To continue to develop teacher's understanding of outstanding practice				
B1.1 7 Nov 14 Nov 21 Nov 28 Nov 23 Jan	Peer observations within school and external to continue. DB - Spelling, Grammar and punct JB - Maths strategies LD to DB (Writing focus) LD to JB (Maths focus- e.g. success criteria) JB to AT (focus learning in Reception/1)	CW All staff	Each peer obs day 30 Jan JB 6 Feb DB 27 Mar DB 22 May JB	Peer observation forms to CW JB to LD (focus maths follow up) DB to JB (focus tba) DB - Grammar and punct JB - Maths strategies
B1.2 20 Nov 8 Jan	Staff meeting: use of DVDs of good to outstanding practice. DVD - Analyse using Ofsted criteria and next steps. DVD - Analyse RE lessons using Ofsted criteria and next steps.	CW	Termly - CW & Gov	HT report to Personnel governor
B1.3	LD to complete successful NQT year. AT as mentor.	AT	TBC - linked to the NQT monitoring schedule.	AT to feedback to CW about progress and areas of development needed.
B1.4 16-18 Dec 1-3 April 14-16 July	Teachers to continue to share targets with parents and children at explained and home learning reports are	All staff	Termly - CW	Questionnaire for parents, information to be shared with governors. Governor to attend LC
B1.5 10.16.17.18 Oct	To observe the quality of RE more frequently in classroom every term and	JB, CW	22 Jan, 23 Jan JB 3 June CW	Lesson obs 22 LB, 23 DB, AT Lesson observations - All classes

Teaching is expected to be at least good and in the large majority of cases OUTSTANDING across ALL subjects.

Peer Observation Thurston CE Primary

Teacher	Mr Barber	Peer observer	Mrs Barham	No present/on roll	29	Date: 20.3.14
Year Group/s	5/6	Grouping		SEND/EAL		
Subject	RE		Support Teacher/Staff present		0	

Focus of observation: Enquiry through a question.

Context: First lesson on the Bahá'í faith - an introduction.

Summary of main points:

- Started with enquiry at the 6 main religions - something which the children could relate to and understand. JB also asked the Bahá'í faith in 21st century. Children had to match up the names of the religion with the symbols in 2 minutes, working as a group. They did this really well.
- They then had envelopes (one per group) with the 'golden rules' of the 6 main religions (or Basm) which they had to decide which rule went with which religion.
- A written response to the question 'why do the religions have similar teachings?' was done by each child individually. Answers were to praise harmony across a lot.
- JB then shared the top quality answers 'what a progressive education to Bahá'í?' They studied a picture showing an and discussed ideas around this.
- Richard's video were put in to enhance meaning understanding of the idea concept.
- Messages were investigated and the children's knowledge and understanding was deepened by creating a piece of art which shows unity and diversity.

Key Strengths:

- Starting from what the children knew and built on this (6 main religions)
- Lot of time for discussion around new ideas / concepts
- Activities fit different learning styles e.g. visual, auditory
- Visitors in to support and extend learning (made it real)
- Started from the key question - they knew what they're learning about.
- Clearly follows the 3 Es → Engage, explore, explain, capture
- Creative ideas to engage the children (envelopes)

Agreed areas for development:

- Use of golly play

I agree to the above.

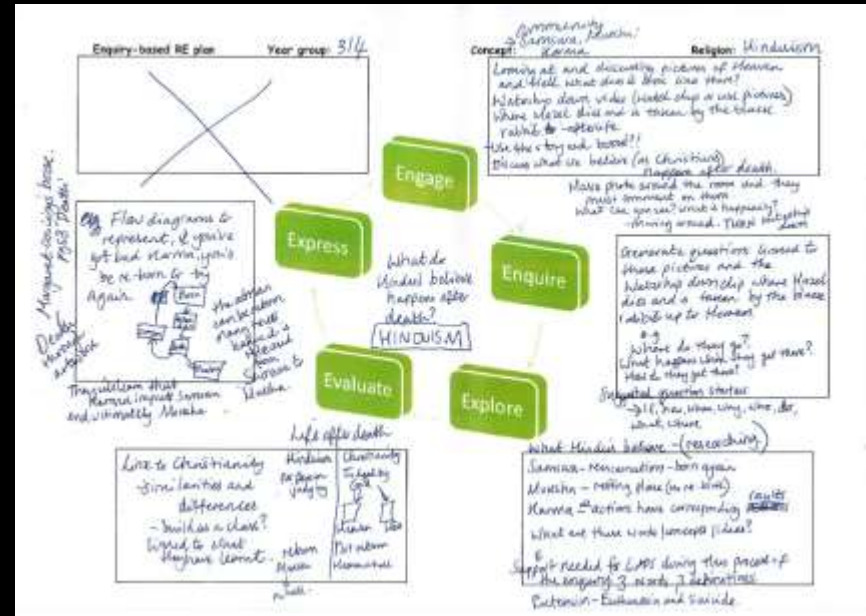
Signed: Mrs Barham Signed: Mr Barber

Please hand to CW by the end of the week of the peer observation.

Teachers and Teaching

Criterion 4: At least three different teaching strategies that promote high-level thinking are used to teach religious education.

Evidence 4: Lesson plans, curriculum plans and work scrutiny



RE Mark Curriculum

Criterion 1: The religious education curriculum meets the appropriate syllabus requirements.

Evidence 1: Religious education planning is mapped to the appropriate syllabus.

Norfolk County Council
at your service

The Norfolk Agreed Syllabus for Religious Education 2012

	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
5/1	Belonging Church What happens when someone is baptised? Christianity	Belonging Protection Why is meeting together important for Christians? Christianity	Belonging Atonement What happens at Yom Kippur? Judaism	Beliefs Exoneration What can we learn about Jesus from the nativity story? Christianity	Beliefs Differences Why is the cross an important symbol for Christians? Christianity	Beliefs Angels How do Jewish people welcome in Shabbat? Judaism
2	Expressing Beliefs Stewardship Eco RE Christianity	Expressing Beliefs Drama How does a Muslim show they follow Islam? Islam	Expressing Beliefs Kingdom of God What do Jesus' parables tell us the Kingdom of God is like? Christianity	Worship Substitution What can we learn from the story of Easter about being saved? Christianity	Worship Church How do Christians become members of their church family? Christianity	Covenant Church How does a Jewish boy or girl join the Jewish community? Judaism
3/4	Journeys Substitution Conversion Are we on a journey? (Spiritual) Christianity	Journeys Sacred Eternal Life Hope If life is a journey, does it ever end? Christianity	Journeys Atonement What do stories (Dana and Enkidu) teach about the role of Avatars? Hinduism	Community Church What does it mean to be part of a glad Christian community? (Sparks) Christianity	Community Sacrifice Moksha Dharma What do Hindu's believe happens after death? Hinduism	Community Sacrifice Tzedakah Tzedek How does a Muslim express their beliefs about God? Islam
5/6	Expressing Faith Is Oshun how are Ish beliefs about God expressed through worship? Islam	Expressing Faith Trinity Why do Christians use symbolism to explain the concept of the Trinity? Christianity	Expressing Faith Kingdom of God How do Christians work to bring God's Kingdom on earth? Christianity	Impact of Faith Oneness of God What is the meaning of progressive revelation in Bahai? Bahai	Impact of Faith Martyrdom Kingdom of God How has Christianity had an impact on the world? Christianity	Impact of Faith Word of God How does the word of God influence Christians in their everyday lives? Christianity

RE Mark - Subject Leadership

Criterion 5: Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust targets for learning.

Evidence 5: Religious education priorities are linked with or embedded into whole school priorities from the school improvement plan.



To develop pupil's positive contribution through pupil leadership	
E3.1	To continue to develop opportunities for pupils to lead activities and support their peers during play and lunch times - child led clubs eg lego club, library monitors
E3.2	To continue the role of the school council. To develop a whole school approach to meetings, including the taking of minutes and setting of agendas
E3.3	To continue the role of the Collective Worship Group and plan for succession
E4.1	Explore with the children ways of using their new reflective spaces more effectively to maximise the impact on their spiritual development

Dates	Task and Action Steps	Lead Person	Monitored by with dates	Method of monitoring
6 September Weekly Thurs	Whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as developing understanding of SMSC.	DB All staff	Weekly CW 19 Sept, 14 Jan, 4 April, 17 July CW 4 Oct DB	Learning walks - re behaviour Update SEF including SIAMS information SIAMS evidence and planning for the year.
October Dec 19 & 20 Dec 20 December 24 Jan 31 Mar-4 April 3 April 12-14 Ma 6 June 24-27 June	Class covenant established at beginning of the year. Collective worship group - children leading Collective Worship Harvest Church service KSL/F and KS2 - Christmas play Whole school Christmas day Christmas Church service & Community Christmas around the tree singing carols Whole school Lord's Prayer Day Easter Week Easter Church service Y3/4 residential Holt Hall - Environmental focus Whole school Pentecost Day Y5/6 residential to London - China Town, Westminster Abbey etc.		5 Feb, 30 April, 2 July 27 Feb, 5 June CW	Staff meeting - SMSC, SIAMS + curriculum governor Termly HT report to governors Learning walk - SMSC, Independence and Behaviour
B4.3 29 Jan	To increase opportunities for children to listen, think and question ideas through Philosophy sessions. Staff meeting - CW Peer observation - to be negotiated between staff and CW to cover	CW	27 Feb, 5 June CW	Learning Walk Termly HT report to governors
B4.4 4 Sept 2 Oct 26 Nov 27 Mar 26 June	To plan opportunities for children to work independently and cooperatively through the enquiry approach Early Excellence Enquiry training @ Thurton - CW, JB, LD, AT Cluster Staff Meeting @ Thurton Cluster Staff Meeting @ Ellingham Cluster Day @ Earsham	CW	27 Feb, 5 June CW	Learning Walk Termly HT report to governors
B4.5	To increase opportunities for children to learn about other cultures through our curriculum	All teachers	27 Feb, 5 June CW	Learning Walk Termly HT report to governors Evidence on school website - Termly class information re curriculum

To understand, develop and plan towards full implementation of the new curriculum in 2014/15, including Norfolk RE syllabus.					
B4.1 14 Sept 8 Oct 22 Apr	To develop current curriculum, linking the new national curriculum to current coverage of new areas, where it doesn't ensure that long term planning shows new areas through an enquiry approach	All staff	16 September 13 22 January 14 22 April 14 22 February	Curriculum overview to be put on the school website on class page. Resources identified for purchase 2014/15 budget - those will be identified in Finance governors budget meeting Termly HT report to governors	2014/15 budget
B4.2 1, 4 Sept 13 Oct 16 Jan	To integrate the new Norfolk RE agreed syllabus (enquiry based) within our topic RE overview for curriculum Staff meeting - RE assessment Staff meeting - RE enquiry approach	DB All staff	22 April 14 9 July 14	RD day - Curriculum map - showing how RE links to whole term enquiry Staff meeting - review curriculum and any changes necessary Termly HT report to governors	Over-internal cover Aver all areas of the Norfolk RE agreed syllabus being covered through the 7 years of education at Thurton?
<p>Commented (M25): Curriculum completed on paper and Y3/4 & Y5/6 have put up a written overview on their class pages. School needs to decide on a framework of how curriculum is to be published. A discussion at RD day in January to decide.</p> <p>Commented (M26): RE Assessments agreed. All classes have undertaken a RE enquiry.</p>					

Area E: - Community

Dates	Task and Action Steps	Lead Person	Monitored by with dates	Method of monitoring	Resources/ Costs	Outcome - Monitoring question
<p>To improve the promotion of community cohesion and develop children's knowledge and understanding of communities that are the same and different from their own by giving pupils more direct experience of people with different faiths and backgrounds to their own.</p>						
<p>Success Criteria: Children have more direct experience of people with different faiths Children are informed about other cultures through our curriculum Children to involve members of the local community in the life of the school Children to understand the process of enterprise project and selling to local community Establish ways of enabling children to plan and lead collective worship on a regular basis Explore with the children ways of using their new reflective spaces more effectively to maximize the impact on their spiritual development</p> <ul style="list-style-type: none"> Explore ways of promoting Anglican faith and practice particularly through the use of symbolism linked to the church year. 						
E1.1 28 Nov 31 Jan 21 March 12-14 May 23 May 24-27 June 1 July	Whole school Hanukkah Chinese New Year - in class Baha'i New Year - KS2 Y3/4 residential Holt Hall Whole school Buddha Day (Wesak) Y5/6 residential to London - China Town, Westminster Abbey, British Museum, Parliament, etc. Whole school Ramadan Day	DB JB	Termly CW Link Gov Termly Link Gov Termly	Termly HT report to governors Display around school Learning walk with Govs - termly	Cover - CW to cover class while gov's meet with staff.	Are the children more aware of how they fit into Great Britain, by a developed understanding of cultures?
E1.2 Sept	Continue links with schools in Britain and the wider world Display board showing e-mails and project work JB Link with London School & DB Link with Indian School	DB JB	Termly CW Term 3 - JB	Termly HT report to gov's Questionnaire to children about impact on children re links.		Have the links to other schools had a positive impact on the children?
E1.3	To empower children to involve members of the local community in the life of the school by writing letters inviting them to attend events. Ensure all events that the school is holding are inclusive of our community.	JB	CW	Talking with local community who come to events and with the children who have invited them.	Paper, postage £20	Have more members of the local community attended events at school? Has the profile of the school been raised within the local community?
E1.4	To continue to take part in an enterprise project and invest profit in school resources or support for children in the wider community	All staff	CW	Governors invited to attend school Christmas fair to see children selling. Display in hall of children making, how much profit and how they have spent it. Talking to children		Have the enterprise projects made an impact on the understanding of the children re money, process of making bank?
E1.6	Explore ways of promoting Anglican faith and practice particularly through the use of symbolism linked to the church year. To continue to develop children's and the communities understanding of the Christian year by participating in Lord's Prayer Day , Pentecost Day and Church services throughout the year - Harvest , Christmas , Easter and Thankful Services Rev Knight to meet with DB to help further enhance practice within school.	DB	CW & Rev Knight & DBE Gov	Notes from meetings DBE gov to be involved in events - gov report to be shared at Full Governors meetings.	Cover - CW to cover class while gov meet with DB.	Are the children more aware of more of the symbolism linked to the church year?



Subject Leadership

Criterion 9: The religious education subject leader supports less confident colleagues to provide high quality RE.

Evidence 9: Minutes/documentation of support given by subject leader to other staff.

- Support other schools
 - RE cluster meeting
- Supporting other staff
 - Staff meetings

RE Mark CPD

Evidence 1: CPD records of courses attended and evaluation of the impact on religious education and the individual teacher. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.

