

HSACRE



**HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
MEETING TO BE HELD AT COMMITTEE ROOM 4 - CIVIC CENTRE, HIGH STREET,
UXBRIDGE**

Date: Thursday 6 June 2019

Members

Time: 6.00 pm

Venue: Committee Room 4 - Civic Centre,
High Street, Uxbridge

Meeting: This meeting is open to Members
of the Public or Press

Carole Jones (Chairman)
Yasmin Afnan
Robert Harwood
Balmukund Prasad Joshi
Ruth Freedman
Angela Lount
Amir Ahmed
Jasvir Singh Rayat
Father Desmond Banister
Joan Beavington
Melanie Dring
Keith Lunn
Simon Wallace
Councillor Shehryar Ahmad-Wallana
Councillor John Hensley
Councillor Carol Melvin
Councillor June Nelson
Councillor Jagjit Singh

Agenda

Chairman's Announcements

- | | | |
|---|---|---------|
| 1 | Minutes of Previous Meeting | 3 - 6 |
| 2 | Forthcoming Budget Plans | 7 - 8 |
| 3 | Update on CPD Training | 9 - 10 |
| 4 | Hillingdon SACRE Self-Evaluation | 11 - 44 |
| 5 | Next Meetings | |
| | <ul style="list-style-type: none">The next meetings of Hillingdon SACRE will take place at 6pm on 7 November 2019 and 26 February 2020. | |

ORGANISATION	NAME
GROUP A	
Bahai	Yasmin Afnan
Baptist	<i>Vacant</i>
Humanists UK	Robert Harwood
Buddhist	<i>Vacant</i>
Hillingdon Area Salvation Army	<i>Vacant</i>
Hindu	Balmukund Prasad Joshi
Jewish	Ruth Freedman
Methodist	Angela Lount
Muslim	Amir Ahmed
Quaker	<i>Vacant</i>
Roman Catholic	<i>Vacant</i>
Sikh	Jasvir Singh Rayat
United Reform Church	<i>Vacant</i>
GROUP B	
Church of England	<i>Vacant</i>
	Melanie Dring
	Father Desmond Banister
	Joan Beavington
	Keith Lunn
GROUP C	
National Association of Headteachers	Carole Jones
National Association of School Masters / Union of Women Teachers	<i>Vacant</i>
National Education Union	Simon Wallace
Association of Secondary School & College Leaders	<i>Vacant</i>
GROUP D	
Local Authority Councillors	Cllr Shehryar Ahmed-Wallana
	Cllr John Hensley
	Cllr Jagjit Singh
	Cllr June Nelson
	Cllr Carol Melvin
ADVISERS	
SACRE Consultants for Hillingdon	Elenor Paul

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Minutes

HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

28 March 2019



Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge

	<p>Committee Members Present: Carole Jones (Chairman), Balmukund Prasad Joshi, Amir Ahmed (Syed Amir Ahmed), Father Desmond Banister, Keith Lunn, Simon Wallace, Councillor Shehryar Ahmad-Wallana, Councillor Carol Melvin BSc (Hons), Councillor June Nelson and Councillor Jagjit Singh</p> <p>Apologies Joan Beavington, Jasvir Singh Rayat and Councillor John Hensley</p> <p>Also Present: Ms Elenor Paul (Advisor to HSACRE)</p> <p>LBH Officers Present: Dan Kennedy (Director, Housing, Environment, Education, Performance, Health & Wellbeing) and Luke Taylor (Democratic Services Officer)</p>
32.	<p>MINUTES OF PREVIOUS MEETING (<i>Agenda Item 1</i>)</p> <p>RESOLVED: That the minutes of the meeting held on 8 November 2019 be agreed as a correct record.</p>
33.	<p>COMMISSION ON RELIGIOUS EDUCATION (CORE) REPORT (<i>Agenda Item 2</i>)</p> <p>Elenor Paul, Advisor to HSACRE, introduced the item which focussed on the Commission of Religious Education (CoRE) report into “Religion and Worldviews: The Way Forward – A National Plan for RE”. Ms Paul requested Members comment on a number of the recommendations that were included within the report, most notably, recommendations 1, 4 and 8.</p> <p><i>Recommendation 1: “The name of the subject be changed to Religion and Worldviews. This should be reflected in all subsequent legislation and guidance”.</i></p> <p>The Committee discussed the proposed new name and suggested alternatives, including “Religion and Philosophy”, “Religion, Beliefs and Values”, “Religious Beliefs and Values” and “Beliefs and Values”.</p> <p>HSACRE Members were supportive to the idea of dropping the word “education”, but would like to leave the word “religion”, in one form or another, in the subject name, and avoid a wordy name for the subject title, but ensure it sounded academic.</p> <p>It was agreed that Religious Education may lose its status but not including the word “religion” in the subject, and proposed a vote on two options: “Religion, Beliefs and Values” or “Beliefs and Values”. Upon being put to a vote, “Religion, Beliefs and</p>

Values” was chosen as Hillingdon SACRE’s preferred subject name, and Ms Paul noted that this would be included in her response to CoRE.

Recommendation 4: “Section 375ff of the Education Act 1996 should be amended to remove the requirement for local authorities to convene Agreed Syllabus Conferences and develop locally agreed syllabuses”.

The Committee stated that a group of different boroughs discussing SACRE issues would enable SACREs to improve as they could share best practice and learn from each other. It was agreed that the purpose of RE is to increase understanding, tolerance and awareness of young people in the community and this change would lead to a wider breadth of views. Additionally, when teachers move schools, it impacts on RE as it is the only subject which has a syllabus that is not agreed nationwide, and this leads to difficulties when teaching. As such, HSACRE agreed to support this idea.

Relevant aspects of Recommendation 8: “Legislation regarding the establishment of SACREs should be amended as follows:

- a) The name of the body should be changed to Local Advisory Network for Religion and Worldviews*
- e) The Local Advisory Network for Religion and Worldviews may also:
 - vii. Celebrate success including through offering prizes and competitions*
 - viii. Promote good community relations within and outside schools.**

Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services Block of funding provided to local authorities.

Members agreed that the proposed new name was too wordy and would not support a change to this name.

With regards to the defined role, the Committee were happy with this and agreed that a lot of the proposed actions were already taken by HSACRE, often through the CPD Training system. Members also noted that the proposal to ringfence the budget and provide statutory funding to the Committees was an excellent idea. HSACRE stated that the CPD Training has been very productive and moved HSACRE forward, so an increased budget would be very helpful for the Committee.

The Committee, therefore, agreed to support all of Recommendation 8, except for the proposed name change.

With regards to other recommendations, Members commented that Recommendation 10 should be supported strongly, and Recommendation 11 did not go far enough, although the reasoning behind it was understandable.

RESOLVED: That the Advisor to HSACRE put together a response to the report on behalf of HSACRE, and sends this to CoRE.

Ms Paul gave a recap of the CPD Training, and noted that at the recent Teachers' Conference, 20 schools sent 25 delegates to attend, and these included delegates from schools that had not previously been involved in the training. This meant that between 45-50 schools have been involved in the CPD Training over the past two years, and that information is heading back into schools, although staff still require support with managing the Agreed Syllabus.

At the Teachers' Conference on 12 March 2019, training sessions were held on assemblies, class learning lessons and how to roll out teaching sessions to an entire year group or Key Stage.

The Chairman thanked Ms Paul for all her work, and noted that it was heartening to see attendance increasing. The Director for Housing, Environment, Education, Performance, Health & Wellbeing was asked to clarify the budget process and confirmed that it would be good to have any budget proposals received by June.

Ms Paul confirmed that the next session will take place on 13 June 2019, and will be a conference for Key Stage 1 children. As such, HSACRE members were asked if it was possible to find a venue that was suitable for children of this age, and Members agreed to help search for a venue.

RESOLVED: That the CPD Training Update was noted.

35. **RAMADAN ADVICE** (*Agenda Item 4*)

The Muslim representative confirmed that Ramadan was expected to take place from roughly 5/6 May until 4/5 June 2019. HSACRE heard that the Muslim representative would encourage parents to send their children to school in Eid clothes after early prayers, which would also give schools the opportunity to celebrate the festival.

HSACRE heard that it was not encouraged for children to pray outside schools, but schools should encourage parents to bring people into the school to facilitate this in schools. The Chairman agreed that it would be helpful to include a message within the Headteachers' Briefing, and the message from the Muslim representative has been strong and consistent, but some parents may have different plans and this can cause difficulties from schools.

With regards to fasting, the Muslim representative confirmed that it was prescribed that those who are able to should fast. However, if a matter of health or safety, people should not be fasting. As Ramadan takes place in June, the days will be longer and fasting will be difficult, so it should be recommended that children's health comes first and anyone can make up the fast at a later date if a fasting day is missed, and members were informed that this message would be reinforced within the community.

HSACRE commended the Muslim representative for his comments, and supported his progressive message and encouraged that this message be passed on to schools. The Director for Housing, Environment, Education, Performance, Health & Wellbeing noted that previously, guidance has been presented to schools each year, and it was agreed that if Ramadan Guidance be provided to the Democratic Services Officer, this can be passed on to the Education Team who can disseminate the information to schools and Headteachers. Members agreed that this guidance should also reflect teachers' thoughts, but schools must also be advised on what is right and appropriate during Ramadan.

The Committee discussed fasting for students who were taking exams, and were

	<p>informed by the Muslim representative that children who had reached puberty were obliged to fast, however, if they were unable to fast, they would be able to make up these days at a later date. As such, it is up to individuals to decide whether or not they will fast on any given day.</p> <p>RESOLVED: That the Muslim Representative provide Ramadan Guidance to the Democratic Services Officer, which can then be disseminated to local schools by the Education Department.</p>
36.	<p>HILLINGDON SACRE 2019 - 2020: FUTURE PLANS (<i>Agenda Item 5</i>)</p> <p>Ms Paul noted that HSACRE must consider its plans for the forthcoming year, and proposed that to do this, a self-evaluation of what the Committee was doing well and what could be done to encourage more involvement.</p> <p>As such, Ms Paul confirmed that she would provide the self-evaluation to the Democratic Services Officer, who would then send this to all members of HSACRE.</p> <p>RESOLVED: That a self-evaluation survey of HSACRE be sent to all Members to begin a discussion on what can be done to continue to improve the work of HSACRE.</p>
37.	<p>NEXT MEETING (<i>Agenda Item</i>)</p> <p>Members were informed that the next meetings of SACRE take place on 6 June 2019, 7 November 2019 and 26 February 2020.</p>
	<p>The meeting, which commenced at 6.00 pm, closed at 7.36 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Luke Taylor on 01895 250693. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

HILLINGDON SACRE 2019 - 2020: FORTHCOMING BUDGET PLANS

Committee name	Hillingdon SACRE
Contact	Elenor Paul, HSACRE Advisor
Papers with report	None

HEADLINES

The Committee is asked to consider its plans for the forthcoming year.

RECOMMENDATION

That the Committee comment on and note its budget plans for the forthcoming year, 2019 – 2020.

SUPPORTING INFORMATION

1. The Committee is encouraged to discuss what it would like to use its budget for over the next academic year.

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CPD TRAINING UPDATE

Committee name	Hillingdon SACRE
Contact	Elenor Paul, HSACRE Advisor
Papers with report	None

HEADLINES

Over the past year, Hillingdon SACRE has run a series of CPD Training sessions. This item will include a verbal update on the training that has taken place from Ms Elenor Paul, the training coordinator.

RECOMMENDATION

That the Committee note the CPD Training Update.

SUPPORTING INFORMATION

1. A verbal update will be provided on the CPD Training.

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HILLINGDON SACRE SELF-EVALUATION

Committee name	Hillingdon SACRE
Contact	Elenor Paul, HSACRE Advisor
Papers with report	Appendix A – Schools’ Self-Evaluation Document

HEADLINES

The Committee is asked to consider a document to send out to schools to evaluate Hillingdon SACRE and its work.

RECOMMENDATION

That the Committee comment on and agree the Hillingdon SACRE Self-Evaluation document, which is sent out to schools.

SUPPORTING INFORMATION

1. At the previous meeting it was noted that a self-evaluation document would be sent out in the future to schools, to allow Hillingdon SACRE to better understand how the Committee and its work is viewed, and where improvements can be made.
2. Elenor Paul, HSACRE Advisor, has put together a draft document to be sent out to schools, which is attached as Appendix A.
3. Members of HSACRE are asked to go through the document, which is currently very large in size, and asked to make suggestions on how to reduce it to make it more manageable for the schools who are being asked to fill out the form.

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Hillingdon Schools' Self-Evaluation Religious Education

Add Council Logo

Hillingdon SACRE
Add contact details

Name of School	
School Address	
School telephone number	
School email	
Headteacher	
RE subject leader	
Number of pupils on roll	

About this form

The form is divided into three main sections:

- [Section 1](#) (pages 5 - 26) shows the criteria and suggested evidence for each of the five areas.
- [Section 2](#) (pages 26- 38) provides a comparative overview of the criteria for each level.
- [Section 3](#) (pages 39 - 47) provides a comparative overview of the suggested evidence for each level.

Each section is sub-divided into five areas:

- A. Learners and Learning
- B. Teachers and Teaching
- C. Curriculum
- D. Subject Leadership
- E. Continuing Professional Development (CPD)

Section 1: School Evidence

<p style="text-align: center;">Criteria <i>Schools should highlight where they meet the criteria.</i></p>	<p style="text-align: center;">Suggested Evidence <i>Please delete suggested evidence and enter your own.</i></p>	<p style="text-align: center;">Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i></p>
<p>1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement.</p>	<p>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.</p>	
<p>2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.</p>	<p>2. Learner perception surveys indicate high levels of engagement, challenge and independence.</p>	
<p>3. Learners are responding to big questions and are beginning to shape their own learning.</p>	<p>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.</p>	
<p>4. Learners connect their learning in religious education with other curriculum areas and the local community.</p>	<p>4. Displays and learners' work show that they make links with other subjects and refer to their local community.</p>	

<p style="text-align: center;">Criteria</p> <p style="text-align: center;"><i>Schools should highlight where they meet the criteria.</i></p>	<p style="text-align: center;">Suggested Evidence</p> <p style="text-align: center;"><i>Please delete suggested evidence and enter your own.</i></p>	<p style="text-align: center;">Grade</p> <p style="text-align: center;"><i>Please assign a number from 1 – 4 with 1 being the lowest score.</i></p>
<p>5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.</p>	<p>5. Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.</p>	
<p>6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.</p>	<p>6. Records of visits, visitors, intra and interfaith dialogue, experiential learning</p>	
<p>7. A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning.</p>	<p>7. Assessment systems evident in work scrutiny, annotated displays and comments from peers and self-reflection notes or symbols.</p>	
<p>8. Learners know how well they are achieving and what they need to do to improve.</p>	<p>8. Dialogues with learners show that they know how well they are doing and what they need to do to improve</p>	
<p>9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, including self and peer assessment.</p>	<p>9. Learner interviews, work and teacher planning.</p>	

Teachers and Teaching

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
1. There are high expectations and good subject knowledge.	1. Subject leader qualifications and interview indicate there is challenge to all learners in religious education.	
2. Planning builds on prior learning.	2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	
3. The quality of religious education teaching in most lessons is good.	3. Internal monitoring shows the teaching of religious education in most lessons is good.	
4. Different teaching strategies that promote high-level thinking are used to teach religious education.	4. Lesson plans, curriculum plans and work scrutiny	
5. Agreed criteria are used for levels of achievement in planning.	5. Criteria for assessment are chosen based upon local or national criteria.	

Teachers and Teaching

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
6. Classroom conditions are created for effective learning.	6. Displays/school environment indicate the excitement and challenge of religious education. DVD clip of religious education lesson with an indication of learner outcomes	
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.	7. Learner interviews indicate their views are respected and they feel safe to express opinions.	
8. The teacher plans for some space and time, providing opportunity for spiritual development.	8. Lesson plans and interviews indicate that time for reflection and opportunities to ask questions are built into lessons.	
9. The religious education curriculum is planned around key questions and/or key concepts.	9. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.	

Curriculum		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
1. The religious education curriculum meets the appropriate syllabus requirements.	1. Religious education planning is mapped to the appropriate syllabus.	
2. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of learners, including those with additional needs.	2. Imaginative use of sources which could link to world events and dilemmas	
3. The religious education curriculum ensures continuity and progression of learning.	3. Curriculum planning indicates continuity and progression in learning.	
4. The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance.	4. Curriculum plans, lesson plans and learners' work indicate continuity and progression and a balance of 'learning about' and learning from' religions and beliefs.	

Curriculum		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
5. Religious education is using materials which develop knowledge and conceptual understanding.	5. Interviews with learners show that they are able to discuss knowledge and concepts within religions and beliefs.	
6. Religious education in the school promotes understanding of local, national and global faith and belief communities.	6. Learner interviews show understanding of local, national and global faith and belief communities.	

Subject leadership BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
1. Religious education has an effective leader who has a clear vision for teaching and learning and has impact on outcomes for the learners.	1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject.	
2. The subject leader is an advocate in school for the importance of religious education	2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community	
3. Religious education is well resourced.	3. List of resources purchased annually indicates continued renewal.	
4. The religious education policy and development plan are informed by the appropriate syllabus and includes robust self-evaluation, including the views of learners.	4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that ongoing reviews take account of the views of learners.	
5. Religious education priorities are informed by the whole school development plan. There are appropriate and robust targets for learning	5. Religious education priorities are linked with or embedded into whole school priorities.	

Subject leadership BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
6. Religious education plans recognise the contribution it makes to learners' spiritual, moral, social and cultural (SMSC) development.	6. Religious education documentation highlights the contribution the subject makes to SMSC.	
7. All school policies connected with religious education are in place.	7. Religious education policies include policies for assessment, inclusion, SMSC.	
8. The subject leader knows about religious education teaching and learning across the school and uses light touch but robust monitoring of the subject.	8. Subject leader records of lesson observation/drop in, agreed action and impact.	
9. The subject leader enthuses other colleagues in teaching religious education.	9. Minutes/documentation of support given by subject leader to other staff.	
10. The subject leader informs parents about religious education in the school and responds to parental feedback.	10. Parental feedback/evaluation of religious education through questionnaires and planned actions.	

Subject leadership BRONZE		
Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
11. There is evidence that religious education has made links with the governing body.	11. Governing body minutes/link governor.	

Continuing Professional Development BRONZE

Criteria <i>Schools should highlight where they meet the criteria.</i>	Suggested Evidence <i>Please delete suggested evidence and enter your own.</i>	Grade <i>Please assign a number from 1 – 4 with 1 being the lowest score.</i>
1. Staff have opportunities for CPD within religious education that increases their knowledge, skills and understanding of teaching the subject based upon their individual professional needs.	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.	
2. CPD has an impact on learners' learning and is reported to governors	2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.	
3. CPD in religious education supports priorities in the whole school development plan	3. SLT interview indicates how CPD in religious education supports whole school improvement in literacy.	
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. There is evidence that resources from courses are used	

Section 2: A comparison of level criteria A: Learners and Learning

2	3	4
	A1. The criteria for 2 are met.	A1. The criteria for 2 and 3 are met
A1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.	A2. Learners make above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.	A2. Learners make significantly above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.
A2. Learners are actively engaged in their own learning and achievement, independently making decisions, solving real problems <i>SilverA4 GoldA4</i>	A4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning <i>BronzeA2 GoldA4</i>	A4. Learners are involved with staff in some of the planning of religious education lessons <i>BronzeA2 SilverA4</i>
A3. Learners are responding to big questions and are beginning to shape their own learning. <i>Bronze B4 BronzeC5 SilverA6 GoldA5</i>	A6. Learners use higher order questions confidently. <i>Bronze B4 BronzeC5 BronzeA3 GoldA5</i>	A5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking <i>BronzeC5 BronzeA3 SilverA6 Bronze B4</i>
A4. Learners connect their learning in religious education with other curriculum areas and the local community. <i>SilverA3 GoldA3</i>	A3. Learners connect their learning in religious education with other curriculum areas and the national community <i>Bronze A4 GoldA3</i>	A3. Learners connect their learning in religious education with other curriculum areas and the global community. <i>Bronze A4 SilverA3</i>

2	3	4
<p>A5. Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music. <i>BronzeB6 BronzeC2</i></p>		
<p>A6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development. Records of visits, visitors, intra and interfaith dialogue, experiential learning <i>Bronze B8</i></p>		
<p>A7 A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning, e.g. annotated displays and comments from peers and self-reflection notes or symbols. <i>BronzeA9 Silver A5 GoldA6</i></p>		
<p>A8. Learners know how well they are achieving and what they need to do to improve.</p>		
<p>A9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, self and peer assessment. <i>Silver A5 GoldA6 BronzeA7</i></p>	<p>A5. Learners are sharing what they have discovered in religious education within the wider school community <i>BronzeA9 GoldA6 BronzeA7</i></p>	<p>A6. Learners share the outcomes of their work with the wider community or within a pyramid of schools. <i>BronzeA9 Silver A5 BronzeA7</i></p>

B: Teachers and Teaching

2	3	4
B1. There are high expectations and good subject knowledge.	B4. Religious education teachers are engaged in whole school curriculum development planning <i>BronzeB1</i>	
B2. Planning builds on prior learning.		
B3. The quality of religious education teaching in most lessons is good.	B3 The quality of religious education teaching is recognised as good.	B3. The quality of religious education teaching is recognised as outstanding.
B4. Different teaching strategies that promote high-level thinking are used to teach religious education		
B5. Agreed criteria are used for levels of achievement in planning.		
B6. Classroom conditions are created for effective learning.		

2	3	4
B7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.		
B8. The teacher plans for some space and time, providing opportunity for spiritual development.		
B9. The religious education curriculum is planned around key questions and/or key concepts.	B2. The religious education subject leader shares strategies for the development of higher order thinking and or enquiries around big questions with other colleagues.	B5. The subject leader shares high quality pedagogies with other colleagues.
		B2. The religious education subject leader works either in local networks, at conferences or on-line.
		B4. The RE subject leader knows about and implements new directions in education in relation to teaching and learning in RE
		B6. Religious education takes a lead in developing the subject with and for other schools

C: Curriculum

2	3	4
	C1. The criteria for 2 are met.	C1. The criteria for 2 and 3 are met.
C1. The religious education curriculum meets the appropriate syllabus requirements.		
C2. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of learners, including those with additional needs.		
C3. The religious education curriculum ensures continuity and progression of learning.		
C4. The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance.		

2	3	4
C5. Religious education is using materials which develop knowledge and conceptual understanding.		
C6. Religious education in the school promotes understanding of local, national and global faith and belief communities	C4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.	C3. Religious education is drawing on events in a local, national or global setting to make the curriculum relevant to learners.
	C2. The religious education curriculum provides the focus for, and makes a significant contribution to some cross curricular/thematic plans.	C2. The religious education curriculum provides the focus for, and takes the lead on, some cross curricular/thematic projects.
	C3. The curriculum draws on local and national resources to explore religions and beliefs.	C4. The curriculum includes engagement with some members of the local community (including school community)
		C5. The curriculum plans are shared beyond the school.

D: Subject leadership

2	3	4
	D1. The criteria for 2 are met.	D1. The criteria for 2 and 3 are met.
D1. Religious education has an effective leader who has a clear vision for teaching and learning and has impact on outcomes for the learners.		
D2. The subject leader is an advocate in school for the importance of religious education	D4. Religious education makes contributions to the wider school agenda.	D2. The subject leader is embedding high quality structures to ensure education sustainability for the subject.
D3. Religious education is well resourced.		
D4. The religious education policy and development plan are informed by the appropriate syllabus and includes robust self-evaluation, including the views of learners.		

2	3	4
D5. Religious education priorities are informed by the whole school development plan. There are appropriate and robust targets for learning		
D6. Religious education plans recognise the contribution it makes to learners' spiritual, moral, social and cultural (SMSC) development.	D3. Examples of suggested evidence for SMSC are shared with other subjects.	
D7. All school policies connected with religious education are in place.		
D8. The subject leader knows about religious education teaching and learning across the school and uses light touch but robust monitoring of the subject.		
D9. The subject leader enthuses other colleagues in teaching religious education.		
D10. The subject leader informs parents about religious education in the school and responds to parental feedback.	D5. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education	
D11. There is evidence that religious education has made links with the governing body.		

2	3	4
	D2. The subject leader draws on local and national networks.	D3. The subject leader is a member of a subject association related to religious education.
		D4. The subject leader shares expertise beyond the school, within the local area or partner schools, through networks or on-line.

E: Continuing Professional Development

2	3	4
	E1. The criteria for 2 are met.	E1. The criteria for 2 and 3 are met and are being embedded into practice.
E1. Staff have opportunities for CPD within religious education that increases their knowledge, skills and understanding of teaching the subject based upon their individual professional needs.	E2. The subject leader takes part in classroom based action research.	
E2. CPD has an impact on learners' learning and is reported to governors	E3. There is robust, light touch evaluation of CPD on outcomes for learners.	
E3. CPD in religious education supports priorities in the whole school development plan	E4. The CPD of other teachers in the school is supported by the subject leader using religious education examples	E2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.
E4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.		E4. The professional development of the subject leader is continually updated.
		E3. The religious education co-ordinator or subject leader contributes to local subject communities.

Section 3: A comparison of award level suggested evidence A: Learners and Learning

2	3	4
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.	1. The criteria for 2 are met.	1. The school meets the criteria for 2 and 3
2. Learner perception surveys indicate high levels of engagement, challenge and independence.	2. Records of assessment indicate learners make above progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.	2. School tracking data indicate learners make significantly above average progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.
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.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world key stage.	3. Interviews with learners show that they make links with other curriculum areas and the global community.
4. Displays and pupils' work show that they make links with other subjects and refer to their local community.	4. Learners are given opportunities to suggest their own lines of enquiry related to the programme of learning.	4. Learner interviews and staff planning indicate learners have input to the planning of RE lessons.

2	3	4
5. Pupil work, displays, photographs indicate that learners have opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	5. Interviews and Suggested Evidence of events where learners of all ages, share their learning in RE with the wider school community. Evaluative comments from other staff.	5. Learner interviews, lesson planning and pupils' work indicate deep thinking.
6. Records of visits, visitors, intra and interfaith dialogue, experiential learning	6. Learner interviews show that they have opportunities to think hard and ask deep questions in RE. They show an interest in religious, ethical and philosophical issues beyond the classroom.	6. Feedback and evaluations from the wider community or the pyramid of schools.
7. Assessment systems evident in work scrutiny and suggested evidence of progress such as annotated displays and comments from peers and self-reflection notes or symbols.		
8. Dialogues with learners show that they: a) know how well they are doing and what they need to do to improve b) understand independence and how to work collaboratively. c) show Suggested Evidence of becoming lifelong learners with a deep interest in religious, moral and spiritual questions		
9. Pupil interviews, pupil work and teacher planning.		

B: Teachers and Teaching

2	3	4
1. Subject leader qualifications and interview indicate there is challenge to all learners in religious education.	1. The criteria for 2 are met.	1. The criteria for 2 and 3 are met and are being embedded into practice.
2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	2. Minutes of staff meeting/ departmental meeting and feedback from at least one colleague on the impact of the input on higher order thinking or big questions	2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails.
3. Internal monitoring shows the teaching of religious education in most lessons is good.	3 Monitoring internally or externally gives the judgement on the teaching of religious education as good.	3. Monitoring internally or externally gives the judgement on the teaching of religious education as better than good.
4. Lesson plans, curriculum plans and work scrutiny	4. Religious education takes the lead as well as contributes to other curriculum areas in cross-curricular or thematic learning	4. Subject leader interview
5. Criteria for assessment are chosen based upon local or national criteria.		5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies.

2	3	4
6. Learner interviews indicate their views are respected and they feel safe to express opinions.		6. Minutes of network meetings, emails
7. Lesson plans and interviews indicate time for reflection is built into lessons.		
8. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.		
9. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.		

C: Curriculum

2	3	4
1. Religious education planning is mapped to the appropriate syllabus.	1. The criteria for 2 are met.	1. The criteria for 2 and 3 are met.
2. Imaginative use of sources which could link to world events and dilemmas	2. Minutes of meetings and curriculum plans.	2. Learner perceptions and or plans.
3. Curriculum planning indicates continuity and progression in learning.	3. Plans show use of resources from high quality providers	3. Dialogues with learners and or plans show that local, national or global issues (as expressed through radio, TV, film or other media) are part of religious education lessons.
4. Curriculum plans, lesson plans and learners' work indicate continuity and progression and a balance of 'learning about' and learning from' religions and beliefs.	4. Records show that relevant news items covering significant human events are included.	4. Learner perceptions and/or plans show that the subject is imaginative in its use of the local (including the school) population to show the range of religions and beliefs.
5. Interviews with learners show that they are able to use their knowledge to discuss concepts within religions and beliefs.		5. The school shares plans locally or nationally.
6. Learner interviews show understanding of local, national and global faith and belief communities.		

D: Subject leadership

2	3	4
1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject.	1. The criteria for 2 are met.	1. The criteria for 2 and 3 are met.
2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community	2. Minutes of local meetings, staff meetings	2. Evidence from plans or SLT interview indicate that if the subject leader were to leave religious education would continue to be successfully sustained
3. List of resources purchased annually indicates continued renewal.	3. Minutes of meetings	3. Membership of, or association with, appropriate professional organisations which support religious education
4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that ongoing reviews take account of the views of learners.	4. Minutes of staff meetings indicate where the subject leader has contributed to AfL across the school	4. Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences.
5. Religious education priorities are linked with or embedded into whole school priorities.	5. The subject leader has given presentations on the importance of religious education to parents or members of the community	

2	3	4
6. Religious education documentation highlights the contribution the subject makes to SMSC.		
7. Religious education policies include policies for assessment, inclusion, SMSC.		
8. Subject leader records of lesson observation/drop in, agreed action and impact.		
9. Minutes/documentation of support given by subject leader to other staff.		
10. Parental feedback/evaluation of religious education through questionnaires and planned actions.		
11. Governing body minutes/link governor.		

E: Continuing Professional Development

2	3	4
<p>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.</p>	<p>1. The criteria for 2 are met.</p>	<p>1. The school meets the criteria for 2 and 3.</p>
<p>2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.</p>	<p>2. Notes on the impact of trial of strategies to develop learning</p>	<p>2. Evaluative feedback from teachers on the CPD delivered locally, nationally or internationally indicates impact.</p>
<p>3. SLT interview indicates how CPD in religious education supports whole school improvement in literacy</p>	<p>3. Self-evaluation of CPD is rigorously undertaken.</p>	<p>3. Presentation to SACRE, diocesan group meetings, religious education networks, academy and free school networks on religious education in school.</p>
<p>4. There is evidence that resources from courses are used</p>	<p>4. Departmental minutes or evaluation from other staff.</p>	<p>4. A list of on line resources accessed by the subject leader.</p>

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