

Thurrock: A place of opportunity, enterprise and excellence, where individuals, communities and businesses flourish

Standing Advisory Council for Religious Education

The meeting will be held at **6.00pm** on **1 March 2017**

Committee Room 4, Civic Offices, New Road, Grays, Essex, RM17 6SL

Membership:

Committee A: Mrs S Lawson, Free Church Christian Member
Mrs Shepherd, Roman Catholic Member
Miss A Ahmed, Muslim Member
Mr A Rashid, Muslim Member
Mr B Gill, Sikh Member
Mr A Kariyawasam, Buddhist Member
Dr O Soley, Pentecostal Member
Mr P Anderson, Free Church Representative
Vacancy, Jewish Member
Vacancy, Hindu Member

Committee B: Rev. J Guest (Chair), Mrs M Taylor, Rev. D Bates and Rev. J Hutcherson - Church of England.

Committee C: Ms A Jellicoe, Ms H Gillman, Mr P Griffiths and 3 Vacancies - Teachers' Associations.

Committee D: Councillors: Martin Kerin, Tunde Ojetola and 1 Vacancy-Local Authority.

Co-opted Vacancy

Agenda

Open to Public and Press

| | Page |
|--------------------------------|---------------|
| 1 Apologies for Absence | |
| 2 Minutes | 5 - 10 |

To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 7 December 2016.

3 Items of Urgent Business

To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.

4 Declarations of Interest

5 Excellent Religious Education 11 - 22

6 Religious Education Quality Mark 23 - 78

7 Any Other Business

- Thurrock SACRE Annual Report 2016

Queries regarding this Agenda or notification of apologies:

Please contact Kenna-Victoria Martin, Senior Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **21 February 2017**

Information for members of the public and councillors

Access to Information and Meetings

Members of the public can attend all meetings of the council and its committees and have the right to see the agenda, which will be published no later than 5 working days before the meeting, and minutes once they are published.

Recording of meetings

This meeting may be recorded for transmission and publication on the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is to be recorded.

Members of the public not wishing any speech or address to be recorded for publication to the Internet should contact Democratic Services to discuss any concerns.

If you have any queries regarding this, please contact Democratic Services at Direct.Democracy@thurrock.gov.uk

Guidelines on filming, photography, recording and use of social media at council and committee meetings

The council welcomes the filming, photography, recording and use of social media at council and committee meetings as a means of reporting on its proceedings because it helps to make the council more transparent and accountable to its local communities.

If you wish to film or photograph the proceedings of a meeting and have any special requirements or are intending to bring in large equipment please contact the Communications Team at CommunicationsTeam@thurrock.gov.uk before the meeting. The Chair of the meeting will then be consulted and their agreement sought to any specific request made.

Where members of the public use a laptop, tablet device, smart phone or similar devices to use social media, make recordings or take photographs these devices must be set to 'silent' mode to avoid interrupting proceedings of the council or committee.

The use of flash photography or additional lighting may be allowed provided it has been discussed prior to the meeting and agreement reached to ensure that it will not disrupt proceedings.

The Chair of the meeting may terminate or suspend filming, photography, recording and use of social media if any of these activities, in their opinion, are disrupting proceedings at the meeting.

Thurrock Council Wi-Fi

Wi-Fi is available throughout the Civic Offices. You can access Wi-Fi on your device by simply turning on the Wi-Fi on your laptop, Smartphone or tablet.

- You should connect to TBC-CIVIC
- Enter the password **Thurrock** to connect to/join the Wi-Fi network.
- A Terms & Conditions page should appear and you have to accept these before you can begin using Wi-Fi. Some devices require you to access your browser to bring up the Terms & Conditions page, which you must accept.

The ICT department can offer support for council owned devices only.

Evacuation Procedures

In the case of an emergency, you should evacuate the building using the nearest available exit and congregate at the assembly point at Kings Walk.

How to view this agenda on a tablet device



You can view the agenda on your [iPad](#), [Android Device](#) or [Blackberry Playbook](#) with the free modern.gov app.

Members of the Council should ensure that their device is sufficiently charged, although a limited number of charging points will be available in Members Services.

To view any “exempt” information that may be included on the agenda for this meeting, Councillors should:

- Access the modern.gov app
- Enter your username and password

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- Not participate or participate further in any discussion of the matter at a meeting;
- Not participate in any vote or further vote taken at the meeting; and
- leave the room while the item is being considered/voted upon

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Vision: Thurrock: A place of **opportunity**, **enterprise** and **excellence**, where **individuals**, **communities** and **businesses** flourish.

To achieve our vision, we have identified five strategic priorities:

1. Create a great place for learning and opportunity

- Ensure that every place of learning is rated “Good” or better
- Raise levels of aspiration and attainment so that residents can take advantage of local job opportunities
- Support families to give children the best possible start in life

2. Encourage and promote job creation and economic prosperity

- Promote Thurrock and encourage inward investment to enable and sustain growth
- Support business and develop the local skilled workforce they require
- Work with partners to secure improved infrastructure and built environment

3. Build pride, responsibility and respect

- Create welcoming, safe, and resilient communities which value fairness
- Work in partnership with communities to help them take responsibility for shaping their quality of life
- Empower residents through choice and independence to improve their health and well-being

4. Improve health and well-being

- Ensure people stay healthy longer, adding years to life and life to years
- Reduce inequalities in health and well-being and safeguard the most vulnerable people with timely intervention and care accessed closer to home
- Enhance quality of life through improved housing, employment and opportunity

5. Promote and protect our clean and green environment

- Enhance access to Thurrock's river frontage, cultural assets and leisure opportunities
- Promote Thurrock's natural environment and biodiversity
- Inspire high quality design and standards in our buildings and public space

Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 7 December 2016 at 6.00 pm

Present:

Committee A: Mrs M Shepherd and Miss A Ahmed

Committee B: Rev. J Guest and Rev. D Bates (arrived at 6.45)

Committee C: Mr P Griffiths

Committee D: Councillors M Kerin and T Ojetola (arrived at 6.15)

Apologies: Mrs S Lawson, Dr O Soley, Mr A Kariyawasam, Ms H Gillman and Roger Edwardson, Strategic Lead, School Improvement and Skills

In attendance: Deborah Weston , Associate Adviser for Religious Education
Kenna-Victoria Martin, Senior Democratic Services Officer

24. Minutes

The Minutes from the previous meeting held on 18 April 2016 were approved as a correct record.

25. Items of Urgent Business

There were no items of urgent business; however the Chair informed those present that he had received a Freedom of Information request which enquired if SACRE Members had visited schools or published any guidance.

The Associate Adviser for Religious Education confirmed to Members that SACRE had provided guidance for schools, however they had not published any.

26. Declarations of Interest

There were no interests declared

27. Appointment of Chair of SACRE

Nominations were invited for the appointment of Chair for the Committee. It was proposed by Councillor Kerin and seconded by Mrs Shepherd, that Rev. Guest be appointed as Chair of the Committee.

RESOLVED:

That Rev. John Guest be appointed as Chair of Thurrock SACRE

28. Appointment of Vice Chair for Committee A, B, C and D

Nominations were invited for the appointment of Vice Chair of Committees A, B, C and D.

The following members were elected as Vice Chairs:

Committee A: Miss A Ahmed
Committee B: Rev. J Guest
Committee C: Mr P Griffiths
Committee D: Councillor Kerin

RESOLVED:

The following members be elected as Vice Chairs:

Committee A: Miss A Ahmed
Committee B: Rev. J Guest
Committee C: Mr P Griffiths
Committee D: Councillor Kerin

29. Thurrock SACRE Membership Update

The Chair of the SACRE invited the Clerk to inform those present of the current Membership status of the Committee, during which it was highlighted that the last report on the Committee's Membership was presented in March 2013. Members were advised an updated copy of the Membership was at Appendix 1 to the report.

The Chair of SACRE sought as to why there were Members of both the Free Church and Pentecostal Church and whether they should all sit under the Free Church. He also enquired as to why the nomination for the Pentecostal Member, only came from one of the Churches, when there were many in the area.

It was explained that at the time, when the nominations were made King's Family Centre were the only response received and so their nomination was accepted.

The Associate Adviser for Religious Education further suggested that Committee A be renamed to

Christian denominations and other Religious Groups.

Members of the Council queried as to whether representation for Humanist, Jewish and Hindu faiths had been sought. It was explained by the Clerk that a

representative for the Jewish and Hindu faiths had been sought and the clerk was awaiting a response from the nominating body.

RESOLVED:

That SACRE commented on and approved the membership of Thurrock SACRE, subject to the amendments discussed.

30. Review of Thurrock SACRE Terms of Reference

The Chair introduced the report which requested Members to agree the updated Terms of Reference.

Councillor Ojetola, explained that previously SACRE has been desperate for Members and so point 8.1 was not necessarily taken into account. He continued to suggest that SACRE perhaps needed an improved way to encourage Members to attend.

RESOLVED:

That SACRE agree the revised Constitution of Thurrock SACRE as set out in Appendix 1.

31. Excellent RE

The Associate Adviser for Religious Education addressed SACRE Members and highlighted the following:

- The ‘Excellent RE’ scheme is a grant funded scheme including the cover costs for teachers involved in the project and three and a half training days;
- Members were encouraged to consider whether it might be possible to visit any of the schools involved in the Excellent RE project during this academic year to learn more about the project; and
- At the end of this academic year it was hoped to have 11 ambassadors for Religious Education.

Members volunteered to visit the Schools as followed:

- Rev. J Guest - Stanford-le-Hope Primary School
- Councillor Ojetola - Harris Primary Academy Chafford Hundred
- Mrs Shepherd – Dilkes Primary Academy and Benyon Primary School
- Miss Ahmed - Belmont Castle Academy
- Mr Griffiths - Orsett C of E Primary School and Treetops School
- Rev. D Bates - Kenningtons Primary Academy

It was agreed that the Associate Adviser for Religious Education and the Clerk would contact those Members who were not present to seek their involvement.

The Associate Adviser for Religious Education also agreed to write questions for Member to ask when they complete their visits.

RESOLVED:

That SACRE Members visit the schools involved in the project to monitor the impact.

32. Thurrock SACRE Annual Report 2016

Members discussed the report which presented a summary of the work of SACRE over the last two years during which the following was mentioned:

- The Associate Adviser for Religious Education would re-circulate the agreed syllabus to Schools and Academies in Thurrock and
- It was explained that GCSE results had only been released within the last few days and as soon as it they were confirmed all results would be circulated to SACRE members.

Members queried as to the schools who had agreed to follow the agreed syllabus with adaptations or with their own syllabus. The Associate Adviser for Religious Education explained that perhaps schools thought that if they followed different schemes within the syllabus that they were adapting the syllabus, which was not the case.

Members asked if the paragraph on A Levels could be reworded to the following:

The table below illustrates A level results for the Harris Academy where entries doubled in 2014 over 2013 and 90% received A-B attainments.*

RESOLVED:

That SACRE accept this report as an accurate record of its work for the period September 2014-July 2016

The meeting finished at 7.05pm

Approved as a true and correct record

CHAIR

DATE

Any queries regarding these Minutes, please contact

Democratic Services at Direct.Democracy@thurrock.gov.uk

This page is intentionally left blank

| | |
|--|---------------------------------|
| 1 March 2017 | ITEM: 5 |
| Standing Advisory Council on Religious Education | |
| Excellent Religious Education | |
| Wards and communities affected: All | Key Decision: Non-Key |
| Report of: Deborah Weston, Associate Adviser for Religious Education | |
| Accountable Head of Service: Roger Edwardson, Strategic Lead, School Improvement, Learning and Skills | |
| Accountable Director: Rory Patterson, Director of Children’s Services | |
| This report is Public | |

Executive Summary

This report presents the ‘Excellent RE’ programme to members for information and invites them to be involved in its monitoring.

1. Recommendation(s) that SACRE:

1.1 That SACRE Members visit the schools involved in this project to monitor the impact.

2. Introduction and Background

In order to continue to raise standards in the teaching of RE we need to build our capacity for sharing good practice throughout Thurrock. The ‘Excellent RE’ scheme is an ideal model for achieving this aim. It is a grant funded scheme including the cover costs for teachers involved in the project.

3. Issues, Options and Analysis of Options

3.1 Members are requested to consider how they might make the most of a visit to one of more schools involved in the Excellent RE project during this academic year to learn more about the project.

4. Reasons for Recommendation

4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus

5. Consultation (including Overview and Scrutiny, if applicable)

5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

7. Implications

7.1 Financial

Implications verified by: **Shaj Sivadasan**
Management Accountant Schools & Education

The Excellent RE programme is funded from a grant via RE Today, who is in turn funded by School Improvement of £10K per year.

7.2 Legal

Implications verified by: **Matthew Boulter**
Deputy Monitoring Officer

The legal implications are set out in the body of the report. Any visits to schools by SACRE would fulfil the responsibilities of the committee to take an active role in the performance of RE in Thurrock schools.

7.3 Diversity and Equality

Implications verified by: **Natalie Warren**
Community Development & Equalities Manager

By providing training for the teachers in 11 primary schools in Thurrock the Excellent RE project aims to increase capacity for the sharing of good practice in the borough. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. **Background papers used in preparing the report**

- Not applicable

9. **Appendices to the report**

- Appendix 1 – Initial flyer for the project
- Appendix 2 – Draft Visit Schedule
- Appendix 3 – Draft Visit Proforma

Report Author:

Deborah Weston

Associate Adviser for RE

This page is intentionally left blank

RE Today & NATRE Project for Excellent RE

Working with Culham St Gabriel's

Excellent RE in Primary Schools

Thurrock SACRE, along with RE Today and NATRE are delighted to give Thurrock schools the opportunity to develop their RE provision through a year-long Excellent RE Project. Ten schools with primary age pupils are able to take part in this initiative and places will be given on a first come, first served basis.

RE Today and NATRE, with Culham St Gabriel's, will work in 2016-17 with the group of ten schools to provide a forum for curriculum development and access to 3 ½ days of high quality, practical and inspirational CPD for RE with a focus on supporting RE as a lead subject in school improvement and SMSCD across the school – a current HMI priority.

RE is too often marginal in schools facing curriculum change. However, there is some evidence that the subject can be pivotal in raising aspirations and standards through excellent teaching and learning, and improving opportunities for Spiritual, Moral, Social and Cultural Development (SMSCD). The Excellent RE Project is a sustained CPD project which will ultimately impact on RE across the school and give teachers access to many high quality resources and activities.

This funded project is open to schools where there is a commitment from senior leaders to actively support the staff involved during the project, providing them with opportunities to complete school based tasks and implement new ideas. Up to £180 per day will be paid to each school to go towards the cost of supply cover for their attending teacher(s) during the 3 ½ days.

What will we do?

We will create a core group of 10 Thurrock schools where an enthusiastic RE Subject Leader has the support of senior managers for involvement in the project.

We intend the project will show positive outcomes for many children that include, but are wider than, RE achievement: these wider outcomes can be characterized as to do with SMSCD. This was a new priority for the Inspection Framework from Ofsted in 2012 and has continued to be a priority.

Many teachers, whether new to the profession or established in their teaching careers, have had little or no training in the teaching of RE, and have more concerns about teaching RE than they do of other subjects. In many schools HLTAs and TAs are involved in teaching and, in some cases, managing the subject. This project intends to increase confidence in the teaching of RE in those schools involved.

Working with these schools over 10 months, we will meet at least termly to develop planning and resourcing for better RE and respond to needs, problems and opportunities. RE Today advisers will use their experience and catalogue of resources to enable teachers to develop better RE in the schools with a focus on collaborative working, creative engagement and learning from diversity. Between main meetings, participants will work on RE improvement tasks in school, with frequent contact with advisers.

We will explore with the partner schools the best ways of enabling high-quality RE learning for pupils, and develop numerous examples of better practice in doing this.

What will you need to do?

- Participating schools need to show a commitment to this project over a period of 10 months.
- Allow a participant to attend all 4 of the face-to-face meetings
- Release costs for teachers (3.5 days at up to £180 pd) will be paid by the project as long as teachers attend and complete the school based tasks and related reports
- Support participants to complete the school-based tasks

All training days will be free for schools to attend. The dates are:

- 15 September 2016 (half day);
- 13th October 2016 (full day);
- 27 February 2017 (full day);
- 28 June 2017 (full day).

The project

Starting with a half-day conference in Autumn 2016, three further day-long termly meetings 2016-17 will energise and resource good practice in the ten project schools. Ongoing support (online and face-to-face) will enable improved RE to be securely built into the practice of participant schools.

We will meet termly to develop planning and resourcing for better RE and respond to needs, problems and opportunities. RE Today advisers will use their experience and catalogue of resources to enable teachers to develop better RE in the schools with a focus on collaborative working, creative engagement and learning from diversity. Between main meetings, participants will work on RE improvement tasks in school, with frequent contact with advisers.

We will explore with the partner schools the best ways of enabling RE and SMSC development for pupils, and develop numerous examples of better practice in doing this.

Questions we will explore

- How can we improve teaching and learning in RE and cascade this throughout the school?
- How can we create a manageable method of sharing with children realistic next steps in learning?
- How do we ensure children are making appropriate progress in all aspects of RE?
- How can we organise the curriculum for engaging and effective learning in RE?
- How can improving RE have a wider impact on schools in helping pupils to take up opportunities for spiritual, moral, social and cultural development?
- What thinking and pedagogies can energise teachers in a plural setting to make the most of RE's potential for SMSCD?

Fiona Moss, Stephen Pett
& Julia Diamond -Conway
E: exec@natre.org.uk
W: www.natre.org.uk

This page is intentionally left blank

Appendix 2 – Draft Visit Schedule

| | School | Participating Teacher | SACRE Visitor |
|-----------|--|------------------------------|----------------------|
| 1 | Harris Primary Academy Chafford Hundred | Angela Smith | Councillor Ojetola |
| 2 | Dilkes Primary Academy | Bodun Laosebikan | Mrs M Shepherd |
| 3 | Little Thurrock Primary School | Ruth Gedalovitch | Ms H Gillman |
| 4 | Orsett C of E Primary | Lola Olajide | Mr P Griffiths |
| 5 | Tilbury Pioneer Academy | Natasha Oswald | Mrs S Lawson |
| 6 | Belmont Castle Academy | Nicola Fawell | Miss Ahmed |
| 7 | Kenningtons Primary Academy | Louise Blaber | Rev. D Bates |
| 8 | Benyon Primary School | Christelle Gostling | Mrs M Shepherd |
| 9 | Herringham Primary Academy | Kathryn Gallaher | Mrs S Lawson |
| 10 | Treetops School | Joanne Masheder | Mr P Griffiths |
| 11 | Stanford-le-Hope Primary School | Lisa Butler | Rev. J Guest |

This page is intentionally left blank

Thurrock SACRE

Name of School / College/ Academy –

Name of RE Subject Leader –

Contact details for Subject Leader -

The purpose of our visit is to establish if and how SACRE can offer any help and support to you to improve the teaching of RE in Thurrock schools once you have completed the Excellent RE project

| Why did your school become involved in Excellent RE? What are your aims? | Notes |
|--|---|
| <i>Discussion points*</i> | <i>Excellent RE aims to develop their RE provision. This question will help you to identify the teacher's ideas for developing RE in their own context.</i> |
| How many staff have been involved in Excellent RE in your school so far? | |
| <i>Comments</i> | <i>During the year, the participant will begin to share what they have learnt with other teachers. Has this already begun to happen or will it happen in a scheduled staff training session(s) for example.</i> |
| What have you discovered from completing the GAP task 1? | |
| <i>Comments</i> | <i>GAP task 1 was an audit of RE & SMSC in their school. They will have identified views from staff and pupils – this is good for finding out about strengths and areas for development in the school.</i> |
| What have you discovered from completing the GAP task 2? | |
| <i>Comments</i> | <i>GAP task 2 is chosen by the teacher but involves then working on a task to improve an area of RE or SMSC in at least 2 classes.</i> |
| How might SACRE help you to share what you have learnt with other | |
| <i>Comments</i> | <i>This question is deliberately open ended to enable you to collect ideas from teachers about further development after the project is complete?</i> |

This page is intentionally left blank

| | |
|--|---------------------------------|
| 1 March 2017 | ITEM: 6 |
| Standing Advisory Council on Religious Education | |
| Religious Education Quality Mark <i>[SACRE members note: Copies of this document will be made available for discussion at the meeting and need not be printed]</i> | |
| Wards and communities affected: All | Key Decision: Non-Key |
| Report of: Deborah Weston, Associate Adviser for Religious Education | |
| Accountable Head of Service: Roger Edwardson, Strategic Lead, School Improvement, Learning and Skills | |
| Accountable Director: Rory Patterson, Director of Children’s Services | |
| This report is Public | |

Executive Summary

This report presents the RE Quality Mark to members with a recommendation that it should be commended to Thurrock schools, not only as a means of raising standards but also to help SACRE monitor provision for RE.

1. Recommendation(s) that SACRE:

1.1 That SACRE members discuss the merits of the REQM and the means by which it might be used in Thurrock Schools.

2. Introduction and Background

The RE Quality Mark:

- Has been developed to celebrate high quality religious education;
- Provides community schools, faith schools and academies with a framework to capture good practice; and
- Encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education.

The REQM has five strands:

1. Learners and Learning
2. Teachers and Teaching
3. Curriculum

4. Subject Leadership
5. Continuing Professional Development

There are three award levels: bronze, silver and gold. Schools applying for the REQM highlight where they think they meet the criteria. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team.

Costs: £475 per school but If a school has fewer than 150 pupils or has been categorised by Ofsted as "requiring improvement" or in "special measures", it may be eligible for a £275 grant.

3. Issues, Options and Analysis of Options

- 3.1 The costs of REQM might prevent some schools from engaging with the programme. One option might be simply to use the proforma as a means of raising awareness of best practice and as a monitoring tool. A second option might be to encourage the Excellent RE school to apply for the REQM and celebrate their success as a means of encouraging others to follow in their footsteps.

4. Reasons for Recommendation

- 4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
 - Publishes an Annual Report of its work;
 - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools and;
 - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

7. Implications

7.1 Financial

Implications verified by: **Shaj Sivadasan**
Management Accountant Schools & Education

Obtaining the RE Quality Mark involves a cost to individual schools, some of which are LA maintained. Grants are available in some circumstances and this is explained in the body of the report.

7.2 Legal

Implications verified by: **Matthew Boulter**
Deputy Monitoring Officer

This report asks member to consider the scheme and discuss how it might be commended to schools. This is within the remit of SACRE.

7.3 Diversity and Equality

Implications verified by: **Natalie Warren.**
**Community Development & Equalities
Manager**

The REQM aims to challenge schools to raise standards in RE and then to celebrate their success. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. Background papers used in preparing the report

- Not applicable

9. Appendices to the report

- Appendix 1 – Religious Education Quality Mark (REQM) School Evidence Form

Report Author:

Deborah Weston

Associate Adviser for RE

Religious Education Quality Mark



Recognising outstanding learning in religious education

School Evidence Form

School information

| | |
|-------------------------------|--|
| Name of School | |
| School Address | |
| School telephone number | |
| School email | |
| Unique Reference Number (URN) | |
| Local Authority | |
| 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 of the award.
- [Section 3](#) (pages 39 - 47) provides a comparative overview of the suggested evidence for each level of the award.

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)

Further advice and information about completing the form can be found on **page 4**.

How to complete the form

Read the criteria carefully. The comparative tables in [Section 2](#) and [Section 3](#) will enable you to consider which award level is most appropriate for your school.

Under the 'Suggested Evidence' column in [Section 1](#), make brief notes on how you meet the criteria. You can also use the REQM examples as guidance and highlight those elements which your school meets in each of the five strands.

You can delete the suggested evidence and insert your own evidence.

Award Levels:

- If you meet at least 90% of the **Bronze** criteria, you should consider applying for the Bronze Award.
- If you meet all the criteria for Bronze, you should apply for the **Silver** Award.
- If you meet all the criteria for Bronze and Silver, you should apply for the **Gold** Award.

If you get stuck, email admin@reqm.org

Section 1: School Evidence

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

Learners and Learning BRONZE

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|---|--|-----------------------------------|
| 5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music. | 5. Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music. | |
| 6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development. | 6. Records of visits, visitors, intra and interfaith dialogue, experiential learning | |
| 7. A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning. | 7. Assessment systems evident in work scrutiny, annotated displays and comments from peers and self-reflection notes or symbols. | |
| 8. Learners know how well they are achieving and what they need to do to improve. | 8. Dialogues with learners show that they know how well they are doing and what they need to do to improve | |
| 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. | 9. Learner interviews, work and teacher planning. | |

Learners and Learning SILVER

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|--|---|-----------------------------------|
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. Learners make above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement. | 2. Records of assessment indicate learners make 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. Learners connect their learning in religious education with other curriculum areas and the national community. | 3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world. | |
| 4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning | 4. Learner and subject leader interviews. | |
| 5. Learners are sharing what they have discovered in religious education within the wider school community. | 5. Interviews, evaluative comments from other staff. | |

| Learners and Learning SILVER | | |
|--|---|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 6. Learners use higher order questions confidently. | 6. Learner interviews show that they have opportunities to think hard and ask deep questions in religious education. They show an interest in religious, ethical and philosophical issues beyond the classroom. | |

Learners and Learning GOLD

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|--|--|-----------------------------------|
| 1. The school meets the criteria for Bronze and Silver. | 1. The school meets the criteria for Bronze and Silver | |
| 2. Learners make significantly above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement. | 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. Learners connect their learning in religious education with other curriculum areas and the global community. | 3. Interviews with learners show that they make links with other curriculum areas and the global community. | |
| 4. Learners are involved with staff in some of the planning of religious education lessons. | 4. Learner interviews and staff planning records. | |
| 5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking. | 5. Learner interviews, samples of work and lesson planning. | |

| Learners and Learning GOLD | | |
|---|--|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 6. Learners share the outcomes of their work with the wider community or within a pyramid of schools. | 6. Feedback and evaluations from the wider community or the pyramid of schools. | |

| <h2 style="text-align: center;">Teachers and Teaching</h2> <h3 style="text-align: center;">BRONZE</h3> | | |
|--|--|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 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 BRONZE | | |
|--|--|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 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. | |

| <p style="text-align: center;">Teachers and Teaching SILVER</p> | | |
|---|---|--|
| <p>Criteria <i>Schools should highlight where they meet the criteria.</i></p> | <p>Suggested Evidence <i>Please delete suggested evidence and enter your own.</i></p> | <p>Optional Assessor Comments</p> |
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The religious education subject leader shares strategies for the development of higher order thinking and or enquiries around big questions with other colleagues. | 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 | |
| 3. The quality of religious education teaching is recognised as good. | 3 Monitoring internally or externally gives the judgement on the teaching of religious education as good. | |
| 4. Religious education teachers are engaged in whole school curriculum development planning | 4. Religious education takes the lead as well as contributes to other curriculum areas in cross-curricular or thematic learning | |

| <h2 style="text-align: center;">Teachers and Teaching</h2> <h3 style="text-align: center;">GOLD</h3> | | |
|---|---|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 1. The criteria for Bronze and Silver are met and are being embedded into practice. | 1. The criteria for Bronze and Silver are met and are being embedded into practice. | |
| 2. The religious education subject leader works either in local networks, at conferences or on-line. | 2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails. | |
| 3. The quality of religious education teaching is recognised as outstanding. | 3. Monitoring internally or externally gives the judgement on the teaching of religious education as better than good. | |
| 4. The RE subject leader knows about and implements new directions in education in relation to teaching and learning in RE. | 4. Subject leader interview | |
| 5. The subject shares high quality pedagogies with other colleagues. | 5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies. | |
| 6. Religious education takes a lead in developing the subject with and for other schools | 6. Minutes of network meetings, emails | |

| Curriculum BRONZE | | |
|---|--|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 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 BRONZE | | |
|---|---|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 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. | |

| Curriculum SILVER | | |
|---|--|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The religious education curriculum provides the focus for, and makes a significant contribution to some cross curricular/thematic plans. | 2. Minutes of meetings and curriculum plans. | |
| 3. The curriculum draws on local and national resources to explore religions and beliefs. | 3. Plans show use of resources from high quality providers | |
| 4. The curriculum is flexible and makes use of local and national headlines to stimulate learning. | 4. Records show that relevant news items covering significant human events are included. | |

| Curriculum GOLD | | |
|---|---|-----------------------------------|
| Criteria <i>Schools should highlight where religious education they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 1. The criteria for Bronze and Silver are education met. | 1. The criteria for Bronze and Silver are met. | |
| 2. The religious education curriculum provides the focus for, and takes the lead on, some cross curricular/thematic projects. | 2. Learner perceptions and or plans | |
| 3. Religious education is drawing on events in a local, national or global setting to make the curriculum relevant to learners. | 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. The curriculum includes engagement with some members of the local community (including school community) | 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. The curriculum plans are shared beyond the school. | 5. The school shares plans locally or nationally. | |

| 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> | Optional Assessor Comments |
| 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> | Optional Assessor Comments |
|--|---|-----------------------------------|
| 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> | Optional Assessor Comments |
| 11. There is evidence that religious education has made links with the governing body. | 11. Governing body minutes/link governor. | |

Subject leadership SILVER

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|---|---|-----------------------------------|
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The subject leader draws on local and national networks. | 2. Minutes of local meetings, staff meetings | |
| 3. Examples of suggested evidence for SMSC are shared with other subjects. | 3. Minutes of meetings | |
| 4. Religious education makes contributions to the wider school agenda. | 4. Minutes of staff meetings indicate where the subject leader has contributed to AfL across the school | |
| 5. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education | 5. The subject leader has given presentations on the importance of religious education to parents or members of the community | |

| Subject leadership GOLD | | |
|--|---|-----------------------------------|
| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
| 1. The criteria for Bronze and Silver are met. | 1. The criteria for Bronze and Silver are met. | |
| 2. The subject leader is embedding high quality structures to ensure education sustainability for the subject. | 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. The subject leader is a member of a subject association related to religious education. | 3. Membership of, or association with, appropriate professional organisations which support religious education | |
| 4. The subject leader shares expertise beyond the school, within the local area or partner schools, through networks or on-line. | 4. Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences. | |

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> | Optional Assessor Comments |
|---|--|-----------------------------------|
| 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 | |

Continuing Professional Development SILVER

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|---|--|-----------------------------------|
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The subject leader takes part in classroom based action research. | 2. Notes on the impact of trial of strategies to develop learning | |
| 3. There is robust, light touch evaluation of CPD on outcomes for learners. | 3. Self-evaluation of CPD is rigorously undertaken. | |
| 4. The CPD of other teachers in the school is supported by the subject leader using religious education examples. | 4. Departmental minutes or evaluation from other staff. | |

Continuing Professional Development GOLD

| Criteria <i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence <i>Please delete suggested evidence and enter your own.</i> | Optional Assessor Comments |
|---|---|-----------------------------------|
| 1. The school meets the criteria for bronze and silver. | 1. The school meets the criteria for bronze and silver. | |
| 2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally. | 2. Evaluative feedback from teachers on the CPD delivered locally, nationally or internationally indicates impact. | |
| 3. The religious education co-ordinator or subject leader contributes to local subject communities. | 3. Presentation to SACRE, diocesan group meetings, religious education networks, academy and free school networks on religious education in school. | |
| 4. The professional development of the subject leader is continually updated. | 4. A list of on line resources accessed by the subject leader | |

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

| Bronze | Silver | Gold |
|--|---|---|
| | A1. The criteria for Bronze are met. | A1. The criteria for Bronze and Silver 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> |

| Bronze | Silver | Gold |
|---|--|---|
| <p>A4. Learners connect their learning in religious education with other curriculum areas and the local community. <i>SilverA3 GoldA3</i></p> | <p>A3. Learners connect their learning in religious education with other curriculum areas and the national community <i>Bronze A4 GoldA3</i></p> | <p>A3. Learners connect their learning in religious education with other curriculum areas and the global community. <i>Bronze A4 SilverA3</i></p> |
| <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> | | |

| Bronze | Silver | Gold |
|--|--|--|
| <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

| Bronze | Silver | Gold |
|--|---|---|
| | B1. The criteria for Bronze are met. | B1. The criteria for Bronze and Silver are met. |
| B1. There are high expectations and good subject knowledge. <i>SilverB4</i> | B4. Religious education teachers are engaged in whole school curriculum development planning <i>BronzeB1</i> | |
| B2. Planning builds on prior learning. <i>BronzeC3</i> | | |
| 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 <i>BronzeC5 SilverA6 GoldA5 BronzeA3</i> | | |
| B5. Agreed criteria are used for levels of achievement in planning. | | |

Section 2: A comparison of criteria
B: Teachers and teaching

| Bronze | Silver | Gold |
|--|--|--|
| <p>B6. Classroom conditions are created for effective learning. <i>BronzeA5 BronzeC2</i></p> | | |
| <p>B7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.</p> | | |
| <p>B8. The teacher plans for some space and time, providing opportunity for spiritual development.<i>BronzeA6</i></p> | | |
| <p>B9. The religious education curriculum is planned around key questions and/or key concepts. <i>SilverB2 GoldB5</i></p> | <p>B2. The religious education subject leader shares strategies for the development of higher order thinking and or enquiries around big questions with other colleagues. <i>BronzeB9 GoldB5</i></p> | <p>B5. The subject leader shares high quality pedagogies with other colleagues. <i>BronzeB9 SilverB2</i></p> |
| | | <p>B2. The religious education subject leader works either in local networks, at conferences or on-line.</p> |
| | | <p>B4. The RE subject leader knows about and implements new directions in education in relation to teaching and learning in RE</p> |

| Bronze | Silver | Gold |
|--------|--------|---|
| | | B6. Religious education takes a lead in developing the subject with and for other schools |

C: Curriculum

| Bronze | Silver | Gold |
|--|--------------------------------------|---|
| | C1. The criteria for Bronze are met. | C1. The criteria for Bronze and Silver 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. <i>BronzeA5 BronzeB6</i> | | |
| C3. The religious education curriculum ensures continuity and progression of learning. <i>BronzeB2</i> | | |
| C4. The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance. | | |

| Bronze | Silver | Gold |
|---|---|--|
| <p>C5. Religious education is using materials which develop knowledge and conceptual understanding. <i>BronzeA3 SilverA6 GoldA5</i></p> | | |
| <p>C6. Religious education in the school promotes understanding of local, national and global faith and belief communities <i>SilverC4 GoldC3</i></p> | <p>C4. The curriculum is flexible and makes use of local and national headlines to stimulate learning. <i>BronzeC6 GoldC3</i></p> | <p>C3. Religious education is drawing on events in a local, national or global setting to make the curriculum relevant to learners. <i>BronzeC6 SilverC4</i></p> |
| | <p>C2. The religious education curriculum provides the focus for, and makes a significant contribution to some cross curricular/thematic plans. <i>GoldC2</i></p> | <p>C2. The religious education curriculum provides the focus for, and takes the lead on, some cross curricular/thematic projects. <i>SilverC2</i></p> |
| | <p>C3. The curriculum draws on local and national resources to explore religions and beliefs. <i>GoldC4</i></p> | <p>C4. The curriculum includes engagement with some members of the local community (including school community) <i>SilverC3</i></p> |
| | | <p>C5. The curriculum plans are shared beyond the school.</p> |

D: Subject leadership

| Bronze | Silver | Gold |
|--|---|---|
| | D1. The criteria for Bronze are met. | D1. The criteria for Bronze and Silver 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. | | |

| Bronze | Silver | Gold |
|---|--|------|
| 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. | | |

| Bronze | Silver | Gold |
|--------|--|---|
| | 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

| Bronze | Silver | Gold |
|--|---|--|
| | E1. The criteria for Bronze are met. | E1. The criteria for Bronze and Silver 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. |

| Bronze | Silver | Gold |
|--------|--------|--|
| | | 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

| Bronze | Silver | Gold |
|---|---|--|
| 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 Bronze are met. | 1. The school meets the criteria for Bronze and Silver |
| 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. |

| Bronze | Silver | Gold |
|---|--|---|
| 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

| Bronze | Silver | Gold |
|--|---|---|
| 1. Subject leader qualifications and interview indicate there is challenge to all learners in religious education. | 1. The criteria for Bronze are met. | 1. The criteria for Bronze and Silver 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. |

| Bronze | Silver | Gold |
|--|--------|--|
| 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

| Bronze | Silver | Gold |
|--|--|---|
| 1. Religious education planning is mapped to the appropriate syllabus. | 1. The criteria for Bronze are met. | 1. The criteria for Bronze and Silver 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. |

| Bronze | Silver | Gold |
|--|--------|------|
| 6. Learner interviews show understanding of local, national and global faith and belief communities. | | |

D: Subject leadership

| Bronze | Silver | Gold |
|--|---|---|
| 1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject. | 1. The criteria for Bronze are met. | 1. The criteria for Bronze and Silver 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 | |

| Bronze | Silver | Gold |
|---|--------|------|
| 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

| Bronze | Silver | Gold |
|--|--|--|
| <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 Bronze are met.</p> | <p>1. The school meets the criteria for bronze and silver.</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> |

Appendix B: REQM Application Process



Process for Assessor

| Name of School : | |
|---|----------------|
| Action | Date Completed |
| 1. Schools will contact REQM administrator and register their interest in applying for the RE Quality Mark using the proforma on the website. | |
| 2. REQM administrator (with Project Managers) assigns an assessor. | |
| 3. REQM administrator contacts the assessor (email 1) and confirms that the assessor is willing to undertake the assessment. If it is inconvenient the administrator assigns another assessor in consultation with the Project Managers. Details of the school are sent to the assessor together with an agreement to be returned by email as proof of acceptance of the agreement. | |
| 4. REQM administrator confirms with the school the name of the assessor and copies the assessor in. This email is the agreement between the REQM and the assessor. The REQM administrator sends the school the evaluation form to be completed after the visit (Handaout 7). | |
| 5. Assessor makes contact with the school within 2 weeks, to: | |

| | |
|--|--|
| <ul style="list-style-type: none"> - agree a date and time of visit – ideally within that half term - explain the agenda for the day - remind the school to highlight the evidence for the criteria - remind the school to have outcomes of the learner questionnaire ready. <p>The assessor confirms the conversation in an email and sends the subject leader Handout 7 (Feedback from schools to be sent to administrator). The assessor confirms the date with the administrator</p> | |
| <p>6. Assessor needs to take the letter of REQM assessor appointment, photographic identification and where available, CRB certificate.</p> <p style="text-align: center;">The 2 hour visit by assessor to include:</p> <ol style="list-style-type: none"> a. conversation with pupils (30 minutes to be completed first). Recommended: 8-10 pupils in total, with each year group represented. An adult should be present or within listening distance, preferably not the subject leader. b. subject leader to present evidence of criteria (1 hour 15 minutes) c. conversation with Senior Leadership Team with responsibility for RE (15 minutes maximum) | |
| <p>7. Assessor makes a judgement on the 'best fit'. If there are any concerns, the assessor defers the judgement until after consultation with at least one of the project managers: jane.brooke@reqm.org or mary.myatt@reqm.org After a judgement has been reached, the assessor confirms the outcome by email.</p> <p>Note: Academies and free schools which are not using an LA/Diocesan syllabus need to be following a syllabus which ensures a broad and balanced RE curriculum and reflects the principles of the NSNFRE (Non-statutory Framework for Religious Education)</p> | |
| <p>8. The assessor informs the REQM administrator and REQM Project Managers of the outcome through the completion of the proforma (Handout 8) and also sends Assessor Feedback Handout</p> | |
| <p>9. Assessor reminds the school to complete the evaluation form (sent to the school previously by REQM Admin) and to send photographs if possible. NB the size of photos to be at least 250k to 300k in size or in pixels 104 x 780. (Handout 7).</p> | |
| | |

| | |
|--|--|
| 10. REQM Administrator sends congratulatory email plus the award (copying in the Project Managers and the assessor) to the school | |
| 11. The assessor (or assessor's school office) sends the invoice to Jane Brooke, Mary Myatt and the REQM administrator | |

This page is intentionally left blank