

# National Updates for RE June 2012

## NEW OFSTED FRAMEWORK:

Some RE relevant points from the four key judgements :

**Achievement of pupils at the school.** This takes into account attainment at end of key stage and rate of progress since joining school. Also 'broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, should be observed and taken into account when reporting on the overall effectiveness.' Consideration is given to how well pupils develop and apply a range of skills, including reading, writing, communication and mathematical skills across the curriculum.

**Quality of teaching in the school.** Teaching must be seen to raise pupils' achievement and promote their spiritual, moral, social and cultural development. The judgement must take account of evidence of pupils' learning and progress. So it includes planning and implementing of learning activities across the whole curriculum, marking, assessment and feedback. Teachers of RE need to have a clear understanding of their pupils' process of learning, attainment expectations and activities that engage and challenge. High expectations and aspirations must be shared and owned by pupils.

**Behaviour and safety of pupils at the school.** This includes pupils' attitudes to learning, conduct, behaviour towards, and respect for others. Many schools work hard to develop the right RE curriculum for their pupils and have embedded the principles of assessment for learning in RE lessons create the kind of 'positive classroom climate' which exemplifies these attitudes and good RE teachers become experts in understanding links between pupil motivation and attitudes to learning. A ground rule of a good RE lesson is that pupils are able to feel emotionally secure, are listened to and treated fairly. RE teachers should be good at helping pupils see that there is something in the lesson for them! According to Ian Gilbert in 'Why do I need a teacher when I've got Google?' older pupils area always asking 'what's in it for me?' (The WIIFM factor). Let's encourage RE subject leaders to demonstrate to their colleagues the teaching habits that contribute to a positive classroom climate. These might include:

- Relating learning outcomes to real life issues, circumstances and applications, so that pupils know there is something in it for them.
- Getting to know and understand pupils as individuals, being open their social, emotional and spiritual needs and helping each to fell valued and secure
- Developing the physical environment including table seating and grouping arrangements to enable each pupil to contribute their best
- Planning learning to provide engagement, inspiration and challenge.

## Quality of the leadership in and management of the school.

Schools will be judged on how effective leadership and management at all levels is in enabling pupils to overcome specific barriers and improve learning for all pupils. This involves identifying strengths and weaknesses in achievement and teaching and acting upon a sound evaluation. It might include seeking out and modelling particular expertise to support RE and ensuring staff have sufficient subject knowledge as well as checking that the curriculum is effective and appropriate. Inspectors are looking for a coherent approach to

promoting SMSC evident in activities throughout the school and in discussions with pupils and parents.

### **RELIGIOUS EDUCATION COUNCIL**

The REC is proceeding with a full review of religious education (the RE Review) that will keep the same timetable as the review of the National Curriculum (NC). It will produce curriculum recommendations in a format compatible with other NC subjects. Following a scoping report the REC are in the process of appointing a Project Manager for the RE Review. <http://www.religiouseducationcouncil.org/content/view/235/46/>

The all Party Parliamentary Group for RE has been set up.(APPG)

[appg@religiouseducationcouncil.org](mailto:appg@religiouseducationcouncil.org) You are invited to suggest topics for discussion and presentation. The REC have appointed a Communications Officer. Tracey Gurr's role is to promote understanding of RE amongst head teachers, governors, school providers, parents and students by intensive public relations work and to help to improve communication across all parts of the RE community.

**A METHODIST SCHOOLS RE CURRICULUM PROJECT:** the Methodist Schools Division have commissioned work to produce 4 planned and resourced curriculum plans for RE units of work in Methodist schools which will be ready to trial or in final draft by the end of September. The units will suggest material for about 12 hours of teaching and learning activity.

### **THE RE QUALITY MARK (REQM)**

This is an accreditation system which recognises good practice in religious education. It is designed to be a mechanism for whole school improvement beyond religious education since its principle focus is enhanced pedagogy. The REQM will be available to all community schools and, in consultation with the National Society, there will be additional requirements for Church of England schools to enable them to achieve the REQM. The REQM is currently supported and generously funded by St Gabriel's Trust and is managed by Jane Brooke and Mary Myatt with the backing and support of the REC. The REQM works at the three levels of Bronze, Silver and gold awards.

Schools will apply for the REQM through the website and trained assessors will visit their school to validate the quality mark. A pilot will take place in 30 schools by the end of the summer 2012, the paper work will be refined and a further pilot involving at least a further 30 schools will take place in 2012-13. It is planned that the REQM will be available from September 2013.

**HOLOCAUST MEMORIAL DAY:** the 2013 theme is Communities Together Build a Bridge On HMD 2013 the Holocaust Memorial Trust are asking you to build a bridge to the past to remember those who suffered and those who survived, and build a bridge to your communities and know, respect and support everyone within them. See <http://hmd.org.uk/resources/theme-papers/hmd-2013-communities-together-build-a-bridge> for information.

**THE DAY:** a daily news analysis with discussion guides <http://www.theday.co.uk/info/the-day-explained> Richard Addis MD and Editor in Chief would like to encourage RE advisors to call on 0207 727 6959 for a talk or to arrange a meeting.

Testimonial from Elizabeth Smith, RS teacher, Grey Coat Hospital:

"I have found 'The Day' an invaluable teaching resource this year. It has enabled me to easily identify suitable and relevant topics to stimulate discussion within my lessons. The format is clear and easily accessible for students of a variety of abilities. I really like the discussion points at the end of each article and the links to further resources are also always well researched and appropriate. As an RE teacher think that this service is fantastic. There are always so many relevant issues within the news, which we as teachers do not always have the time to locate and find resources on."