

**Planning, Monitoring and Evaluating Religious Education**

**Guidance from the Diocese of Worcester’s Board of Education**

**June 2023**

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**Section 1**

**Planning, Monitoring and Evaluation proformas**

Long Term Planning Exemplar

Example Single Year LTP incorporating Worcestershire Agreed Syllabus and Understanding Christianity. Planning also suggests knowledge, skills and concepts to be taught through each unit /year group.

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FS | F4 Being Special: where do we belong? Key Knowledge/Concept:Understand the terms respect and belongingUnderstand how people care for and love us.Understand what happens at a baptism and dedicationKey SkillsRetell storiesShare own ideas | **INCARNATION** F2 Why is Christmas Special for Christians? *\*UC - Why Christians perform Nativity plays at Christmas?*Key Knowledge/Concept:Understand that Christians believe Jesus was born at ChristmasBegin to understand the word ‘incarnation’ as God with us.Key SkillsRetell storiesShare own ideas | F6 What times/stories are special and why?Key Knowledge/Concept:Understand religious wordsKnow what the Torah the Bible areKnow some simple bible storiesKey SkillsRetell storiesShare own ideas and experiences | **SALVATION**F3 Why is Easter special to Christians? *\*UC - Why do Christians put a cross in an Easter garden?*Key Knowledge/Concept:Understand that Christians believe that Jesus died for their sins at EasterKey SkillsRetell storiesShare own ideas and experiences | F5 What places are special to us? Key Knowledge/Concept:Understand what is inside a ChurchUnderstand what makes pleases feel safeKey SkillsRetell storiesShare own ideas and experiences | **GOD/CREATION**F1 Why is the word ‘God’ important to Christians? Key Knowledge/Concept:Understand who Christians believe God isUnderstand what makes the world a special place.Key SkillsRetell storiesShare own ideas and experiences |
| Year 1 | 1. 10 What does it mean to belong to a faith community?Key Knowledge/Concept:Understand the term community (religious + non-religious).Understand how faith communities show their love.Key SkillsTalk about what they learn from storiesAsk questions about stories | **GOD** 1. 1 What do Christians believe God is like?Key Knowledge/Concept:Understand what a parable isUnderstand terms ‘love’ and ‘forgive’Understand that Christians believe that God is loving and forgiving.Key SkillsTalk about what they learn from storiesAsk questions about stories | 1. 7 Who is Jewish and how do they live?Key Knowledge/Concept:Understand the words of the Shema Prayer; how it is used and why it is important to Jews.Understand what happens at a Shabbat/SukkotKey SkillsTalk about what they learn from storiesAsk questions about stories | **CREATION**1. 2 Who do Christians say made the world?Key Knowledge/Concept:Understand terms creation and creatorUnderstand the story of creation and that Christians believe God created the world.Key SkillsTalk about what they learn from storiesAsk questions about stories  | 1. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)Key Knowledge/Concept:Understand that people care for the world in different ways.Understand that we need to look after the world in which we liveUnderstand the meaning of Genesis 1Key SkillsTalk about what they learn from storiesAsk questions about stories |
| Year 2 | 1. 6 Who is a Muslim and how do they live? Part 1. Key Knowledge/Concept:Recognise that there are 99 names for AllahRecognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide themKey SkillsTalk about what they learn from storiesAsk questions about stories | **INCARNATION** 1. 3 Why does Christmas matter to Christians? Key Knowledge/Concept:Understand that Christians believe that Jesus was God’s SonUnderstand the term incarnationKey SkillsTalk about what they learn from storiesAsk questions about stories | 1. 6 Who is a Muslim and how do they live? Part 2. Key Knowledge/Concept:Recognise that there are 99 names for AllahRecognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide themKey SkillsTalk about what they learn from storiesAsk questions about stories | **SALVATION**1. 5 Why does Easter Matter to Christians? Key Knowledge/Concept:Understand the events of Holy Week and EasterUnderstand the term salvation and its importance to ChristiansKey SkillsTalk about what they learn from storiesAsk questions about stories | **GOSPEL**1. 4 What is the ‘good news’ Christians believe Jesus brings?Key Knowledge/Concept:Recognise that the gospels stories of good newsRecognise that the Bible helps show the right way to live.Key SkillsTalk about what they learn from storiesAsk questions about stories | 1. 8 What makes some places sacred to believers? (C, M)Key Knowledge/Concept:Recognise objects from different religions and understand how they are used in worship.Recognise that some places are special and sacred.Key SkillsTalk about what they learn from storiesAsk questions about stories |
| Year 3 | L2. 7 What do Hindus believe God is like?Key Knowledge/Concept:Identify some Hindu deities and say how they help Hindus describe GodUnderstand the term murti and how they support Hindu worship Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | I**NCARNATION/GOD**L2. 3 What is the ‘Trinity’ and why is it important for Christians?Key Knowledge/Concept:Understand the term TrinityRecognise that Christians believe that God is 3 in 1 - *Father, Son and Holy Spirit.*Understand how knowledge of the Trinity shapes Christian livesKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 8 What does it mean to be a Hindu in Britain today?Key Knowledge/Concept:Identify the terms dharma, Sanatan Dharma and Hinduism and say what they meanIdentify and understand terms such as arti, bhajans and Diwali.  Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | **SALVATION**L2. 5 Why do Christians call the day Jesus died ‘Good Friday’?Key Knowledge/Concept:Identify and understand the word salvation.Understand the importance of Holy Week to ChristiansIdentify and understand the significance of the term ‘Good Friday’ Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | **KINGDOM OF GOD**L2. 6 For Christians, when Jesus left, what was the impact of Pentecost?Key Knowledge/Concept:Identify the term PentecostUnderstand the role of the Holy SpiritUnderstand what Christians believe the Kingdom of God is.  Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 11 How and why do people mark the significant events of life? (C, H, NR)Key Knowledge/Concept:Identify and understand the word commitmentUnderstand how marriage and baptism ceremonies work in religious and non-religious contexts Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people liveMake comparisons between fait practises  |

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| Year 4 | **CREATION/FALL**L2. 1 What do Christians learn from the Creation Story? Key Knowledge/Concept:Identify and understand what is meant by ‘the fall’Understand the story of Creation and what Christians believe happenedUnderstand ways in which we look after creation. Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live**PEOPLE OF GOD**L2. 2 What is it like for someone to follow God? Key Knowledge/Concept:Identify and understand the term covenantUnderstand the term faith and how it is different form religion Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 9 How do festivals and worship show what matters to a Muslim? Key Knowledge/Concept:Identify and understand the term ibadahIdentify examples of ibadah in IslamKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 10 How do festivals and worship show what matters to Jewish people? Key Knowledge/Concept:Identify and understand the terms, sin, forgiveness and God in Jewish terms.Understand key festival of Passover Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | **GOSPEL** L2. 4 What kind of world did Jesus want? Key Knowledge/Concept:Understand the ways in which Jesus wanted the world to be a better place  Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 12 How and why do people try to make the world a better place? (C, M/J, NR)Key Knowledge/Concept:Understand how charities work to bring about affect change within this world.Understand how people define acts in terms of ‘good’ and ‘evil’  Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live |
| Year 5 | **CREATION**U2. 2 Creation and science: conflicting or complementary?Key Knowledge/Concept:Scientific and Religious views on the creation of the universe and creation of man.Key Skills:Interrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 11 Why do some people believe in God and some people not? (C, NR)Key Knowledge/Concept:Understand the term faithUnderstand barriers to faithThe reasons why people have faith.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning. | U2. 7 Why do Hindus want to be good?Key Knowledge/Concept:Understand key Hindu Beliefs such as dharma, karma, samsara, moksha, using technical terms accuratelyKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | **SALVATION**What difference does the resurrection make for Christians? Key Knowledge/Concept:What is the resurrection and what evidence do we have for it.Understand the concept of Christian HopeKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning |  **KINGDOM OF GOD** U2. 6 For Christians, what kind of king is Jesus?Key Knowledge/Concept:Understanding of the Kingdom of God.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 12 How does faith help people when life gets hard?Key Knowledge/Concept:Religious understanding of suffering, death and bereavement and its links to faith and hope.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning |
| Year 6 | **GOD** U2. 1 What does it mean if Christians believe God is holy and loving? Key Knowledge/Concept:Theological understanding of Holy and Loving.Understand how Christians respond to God being Holy and Loving.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | **INCARNATION**U2. 3 Why do Christians believe Jesus was the Messiah? Key Knowledge/Concept:Understand the terms Prophesy, Incarnation and MessiahUnderstand why Christians call Jesus the Messiah Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 8 What does it mean to be a Muslim in Britain today? Key Knowledge/Concept:Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefsKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | **GOSPEL** U2. 4 Christians and how to live: What would Jesus do?Key Knowledge/Concept:Understand that there are different ways of interpreting the Bible.Understand that scripture shows us a way to live.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 9 Why is the Torah so important to Jewish people? Key Knowledge/Concept:Understand what the Torah is and how it is usedUnderstanding of key Jewish laws and commandment e.g. Kosher law.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 10 What matters most to Humanists and Christians? (C, M/J, NR)Key Knowledge/Concept:Understand the terms ‘good’ and ‘evil’Understand morals and how people develop a moral code.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning |

For a two-year cycle, you may combine year groups to create a year a/b cycle. For example, when combine years 5 and 6, in the above guidance year 5 become 5/6a and year 6 become 5/6b.

Words in Red: There are some theological concepts that underpin these ideas. It is important that we ensure that we are being as theologically accurate as we can be when teaching them. This is particularly true when looking at the Trinity. It is important to note that some denominations within Christian circles differ on their theological understanding of some of these terms, there are also differences within the CofE as to the theological understanding of some of these terms.

Exemplars

The following pages provide a range of templates and exemplars for monitoring and evaluating RE within school. The templates are provided as an example of formats for monitoring and evaluation and schools are free to use these templates should they wish. However, there is no obligation to use these templates and schools may use the templates that work best for their school and context. Guidance is provide below for each of the templates.

**Action Plans**

A good RE action plan should have a clear rationale behind the actions that are listed on it and therefore should take into consideration the following areas:

* The key findings of any monitoring and evaluation that that has taken place over the course of the previous academic year.
* Development points from the most recent OFSTED and SIAMS inspection reports. (For example, if an OFSTED recommendation was regarding spelling; how can that teaching of RE contribute to the overall improvement of spelling within the school.)
* The school context – It is important that any improvements sought are specific for the children that are in your school.
* The school’s vision. How are the actions suggested, relate to the schools distinctively Christian Vision? They should help to bring the vision to life.
* For the academic years 2021/22 and 2022/23, the impact of COVID-19 on the curriculum should also be considered and what steps may need to be taken to readdress the balance.

**Work Scrutiny**

When completing a work scrutiny within RE, you should always be trying to answer the question, “does the work within the books demonstrate that *all* children are making progress from their relative starting points.” Therefore, the following areas should be taken into consideration:

* To what extent work in books gives children the opportunity to make progress and develop
	+ Thinking skills
	+ Religious Literacy
	+ Theological Rigour
* To what extent does the work in pupils’ books suggest that RE given a high profile in the classroom;
* To what extent is there a balance between religions taught throughout the year and across the school.

**Pupil/Staff Conferencing**

Pupil and Staff conferencing is a great way to gauge the temperature of RE within the school. When choosing children to interview it is always a good idea to select a range of children. This may include and range of ability, but should also include children that may not have a personal Christian faith as well as children that have no faith at all.

Action Planning Exemplar

Subject Action Plan

20\_ - 20\_

|  |
| --- |
| **School Vision:** |
| **School Context:** | **Subject Context:** |
| **OfSTED/SIAMs Report Considerations:** | **COVID-19 considerations:** |
|  |
| **Key Development Foci:** | **Intended Outcomes:** |
|  |
| **Objective** | **Precise Actions** | **Led by** | **Timescale** | **Resources** | **Review** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Work Scrutiny Monitoring Sheet for RE

Year Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Focus** | **Year Group \_\_** |
| **Learning Objectives*** Are the learning objectives clear, matched to the scheme of work and suitable for the age/stage of the children?
* Does the work give children the opportunity to achieve the learning objective?
 |  |
| **Continuity and Progression** * Is there evidence of progress for all groups of pupils incl. Disadv, SEN and PP?
* Is there continuity across the year group?
 |  |
| **Challenge and Support** * Is there evidence that children are being appropriately challenged within a unit of work?
* Does the work develop higher order thinking?
* Is there evidence that appropriate support is available to those who need it?
 |  |
| **Profile of RE*** Is there evidence to suggest that RE has a high profile in the classroom?
* Are pupils doing as much work in the time available as they would in other subjects?
* Is the work complete?
 |  |
| **Presentation** * Is there consistency in the standard of presentation of each pupil’s work?
 |  |
| **Feedback/Assessment*** Is feedback in line with the school agreed policy and support children’s learning and address any misconceptions?
 |  |
| **Religious Literacy and Theological Rigor** * Does the work help to develop children’s religious literacy?
* Is there evidence that children have the opportunity to critically engage in a range of texts?
* Is the work sufficiently theologically rigorous?
 |  |
| **Other World Faiths*** Is there evidence of the study of other world faiths in accordance with the school’s agreed RE Policy?
 |  |
| **Writing*** Is there a range of opportunities for extended writing?
* Is there any record of class discussion?
 |  |
| **Resources*** Are resources appropriate for the work that has been planned?
* Do resources support and enhance the children’s learning?
* Are resources appropriate for the age and stage of the children?
 |  |

Pupil Conferencing

Pupil Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Questions | Responses |
| Do you enjoy RE? Why? |  |
| What makes RE exciting/boring? |  |
| Show me something in your books that you are proud of. Why is this special? What did you learn? |  |
| Do you think RE is important?Why do you have to learn about it? |  |
| What sort of things do you learn in RE? |  |
| Tell me about some of the different religions that you have learnt about? |  |
| Have you visited places where people worship? Is this helpful? Why? |  |
| Can you tell me something about \_\_\_\_\_\_\_\_\_\_ (an aspect of a religion they have studied)? |  |
| Why do we learn about different faiths? |  |
| If you could change something about RE what would it be? |  |

Staff Questionnaire

Member of Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate your confidence in teaching the following areas, where 1 is not confident and 5 is very confident.

|  |  |
| --- | --- |
| Question | Response |
| How confident are you about teaching Christianity? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Islam? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Judaism? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Hinduism? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Buddhism? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Sikhism? | **1** | **2** | **3** | **4** | **5** |
| How confident are you about teaching Humanism? | **1** | **2** | **3** | **4** | **5** |
| How confident are you with using Understanding Christianity? | **1** | **2** | **3** | **4** | **5** |
| Are there any areas of Understanding Christianity that you would like more support with? |  |
| How confident are you with using Worcestershire/Dudley Agreed Syllabus? | **1** | **2** | **3** | **4** | **5** |
| Are there any areas of Worcestershire/Dudley Agreed Syllabus that you would like more support with? |  |
| What do you see as the purpose of teaching RE? |  |
| Do you think we should teach more RE/Less RE or about the same? Why? |  |
| Do you have any ideas about how we could make RE in the school better? |  |
| What courses have you attended this year regarding RE? |  |
| Do you have any further training requirements when it comes to RE? |  |