

# *What do you think?*



## **Tell me about Religious Education**

**Maybe you are a subject leader, an inspector or a Foundation governor, but whoever you are, you care about RE in schools. This booklet provides a range of questions to ask the people who should be able to tell you most about RE in your setting.**

**We believe that by asking the right questions, you will gain a better picture of how enjoyable and effective the RE is in your particular setting, and that this will provide a springboard for even better RE!**



# Welcome!

In this booklet you will find questions to ask:

- Pupils
- An RE subject Leader
- Teachers
- Heads / SMT
- Foundation Governors
- Clergy
- Parents



Please feel free to select which questions to use and to add, adapt or re-word questions as appropriate.

The questions can be adapted for use in all schools but are targeted at Church of England primary schools.

These schools must meet all statutory requirements for RE, including study of Christianity and other major faiths practised in Britain. They must also take note of the Church of England's Statement of Entitlement

[https://www.churchofengland.org/sites/default/files/2017-10/re\\_statement\\_of\\_entitlement\\_2016\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf)

They will also have the effectiveness of their RE judged in Strand 7 of a SIAMS inspection. Strand 7 is included at the back of the booklet for schools to look at and has influenced some of the questions in each section. The whole Evaluation Schedule can be found at:

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections/new-siams>

## *What the pupils think....*

# Tell me about RE:



1. Can you show me a piece of work you really enjoyed in RE? Why did you enjoy it?
2. Is there something you really enjoyed in RE that you can't show me e.g. drama, discussion, modelling? Tell me about it.
3. Can you show me a sample of work where you felt you learned lots? What did you learn?
4. What important things have you learnt about Christianity and other religions? Is your knowledge improving?
5. How do you know if you have done well in RE?
6. How do you know what your next steps are? Can you show me / tell me about some feedback that was helpful to you?
7. What type of activities do you enjoy best in RE? What would make RE even better?
8. How does RE help you as a learner and a person? Has anything you've learnt about inspired you?
9. Is RE important in a school? Why/why not?
10. Are people's views listened to and respected in RE? Do discussions in RE ever refer to or remind you of your school's Christian values?

## *What the teachers think....*

# Tell me about RE:



1. Can you tell me about a unit of RE you really enjoyed? Why did you enjoy it? Show me some of the pupils' work.
2. Have there been occasions where you felt you needed help in RE? What support and professional development have you received?
3. Do you think the pupils' religious literacy is improving? Do they draw on prior learning?
4. Does RE allow for different ways of recording / extended writing / cross-curricular links?
5. How do you mark and assess? Can you show me any feedback you have given pupils? How do you decide their next steps?
6. Are standards in RE comparable to other subjects?
7. Do pupils show enthusiasm for RE? What would make RE even better for you and for them?
8. How often are your school's Christian values mentioned or explored in RE?
9. How effective is RE in helping the pupils flourish as learners and as people?
10. What feedback do you give your subject leader / RE governor about RE lessons?

## *What the governors think....*

# Tell me about RE:



1. Is RE discussed by governors? Are you clear about the purpose of RE and the statutory requirements in a church school?
2. Have you had training on RE in schools? What do you know about the RE curriculum at this school?
3. How have you worked with the subject leader to ensure an effective strategy for monitoring RE?
4. What have you been able to learn about the content and quality of RE from staff / pupils / book scrutiny / learning walks / school website?
5. Are the pupils making good progress? Are standards high enough? How do you know?
6. Who teaches RE e.g. teachers, HLTAs? Are they supported well? Do any staff withdraw from RE?
7. Are children withdrawn from RE? How are they supervised? Do other children miss RE?
8. How effective do you think RE is in helping pupils flourish as learners and as people?
9. Do you think the school's approach to RE is in line with your school's Christian vision and values?
10. What would make your role even more effective in supporting RE?

## *What the RE leader thinks ....*

# Tell me about RE:



1. How does your RE meet the demands of the locally agreed syllabus / C of E Statement of Entitlement as appropriate?
2. How is RE planned and by whom? How is planning and teaching monitored to ensure high quality?
3. What is the balance between teaching Christianity and non-Christian faiths? Which faiths are taught?
4. Is the children's ability to hold age-appropriate informed conversations about Christianity and other faiths improving? Give examples.
5. Do all pupils, whatever their needs, meet exciting and challenging tasks in RE? Give examples.
6. How is pupils' learning recorded and celebrated? How rigorously is it assessed? Is there a school marking policy which affects RE?
7. Does RE provide a safe space for pupils to discuss and reflect on their own convictions?
8. What opportunities are there for spiritual development and for engaging with the Christian vision and values of the school?
9. What level of support is provided for RE i.e. through staff training, resources, visits and visitors?
10. How well is ICT used to support RE teaching?

## *What the parents think ....*

# Tell me about RE:



1. What do you know about RE in this school? (not CW) Is it treated as important?
2. Have you had the chance to discuss RE with staff or governors? What would you like to know?
3. Are different beliefs, religious or non-religious, respected in this school? Have your own beliefs been drawn on to help inform pupils? How?
4. Do your children enjoy RE or talk about it?
5. Have you seen any children's work e.g. displays, scrapbooks, homework? Can you give examples?
6. Has RE helped your children know more about Christianity locally and in different parts of the world, including how it impacts British culture?
7. Do you think RE helps children know more about other major world religions and worldviews?
8. Have your children been on RE visits, or met visitors of different faiths / worldviews? Have you been too?
9. Is RE helping your children react in an informed way to positive / negative media reports about religions?
10. Do your children feel they can express their own ideas and opinions safely in RE lessons?



## *What the head / SLT thinks ....*

# Tell me about RE:



1. Does RE meet the statutory requirements? Is it largely in line with the 'Statement of Entitlement' for C of E schools?
2. How are parents informed about RE, including the right to withdrawal, and the current RE curriculum?
3. Does RE feature in the school improvement plan – what is being addressed currently?
4. How is RE given a high profile? What % of curriculum time is spent on RE?
5. How do you ensure staff are well-supported in RE and that expertise is built up, including NQTs and staff new to school?
6. How well is the subject resourced? Is the Diocese / church able to help?
7. How good is the quality of RE teaching?
8. How good are pupils' standards / progress in RE? How do these compare with other core subjects?
9. How effective is RE in helping develop pupils as informed learners and respectful citizens? Does it help them 'flourish' personally?
10. What feedback do you give your RE leader / foundation governor? How are they involved in monitoring / preparation for SIAMS?

## *What local clergy think ....*

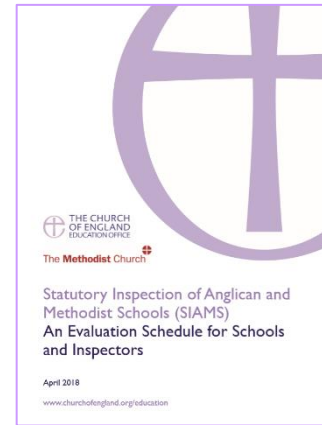
# Tell me about RE:



1. What do you know about RE in your local school / this school?
2. Have you had recent access to any training on RE in schools e.g. from the diocese?
3. Is Christianity taught as a living world faith i.e. more than just naming parts of a church or learning facts?
4. Do pupils engage with theological beliefs, Biblical text and how Christians live out their faith? How do you know?
5. What conversation have you had with the RE subject leader? Foundation governors?
6. What support do staff get in understanding the Bible, Christian beliefs and practice?
7. Do you or church members ever visit RE lessons? Give an example of something you / they have done in RE (not CW).
8. How does the school use the parish church for RE? Is this regular? Give an example.
9. What understanding do staff / pupils have of the Church of England? Other Christian denominations?
10. Can you give examples of how the school engages with the wider Diocese in RE e.g. through the Cathedral, Companion Links, Bishops?

## Strand 7: The effectiveness of RE

In a Church of England school, religious education (RE) should be non-confessional and is considered an academic subject. *Inspectors will consider the expectations of the locally agreed syllabus in VC schools and academies that were former VCs.*



In this strand, the following must be explored:

- **How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the *Church of England Statement of Entitlement*.**
- **How effective the school is in ensuring that religious education expresses the school's Christian vision.**

In developing effective religious education, a school must evaluate the extent to which:

**a) Through effective curriculum planning, RE provision reflects the *Church of England Statement of Entitlement*, develops religious literacy and meets statutory obligations.**

*i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?*

*ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?*

*iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?*

**b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?**

**c) How effective is RE teaching and learning in the school?**



