



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 5th July, 2021 at 10.00 am to be held as a Virtual Zoom Meeting

Agenda

No. Item

- 1. Apologies**
- 2. Minutes of the last meeting held on 26 April 2021** (Pages 1 - 6)
- 3. SACRE Development Plan - Final Draft and Training Programme 2021/2022** (Pages 7 - 18)
- 4. Agreed Syllabus Conference - Feedback**
- 5. Final School Visits Protocol** (Pages 19 - 20)
- 6. Feedback from NASACRE Conference - Key Headlines**
- 7. OFSTED Research Paper - Summary Points** (Pages 21 - 22)
- 8. Update from Building Bridges Burnley**
- 9. Lancashire Youth Voice**
- 10. Correspondence**
- 11. Members' News**
- 12. Observers' Contributions**
- 13. Date of Next Meeting and Future Meetings**

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 27 September 2021.

Future dates of meetings:

SACRE

Monday 29 November 2021 10.00am

QSS:

Wednesday 8 September 2021 10.00am

Wednesday 3 November 2021 10.00am

Paul Bond
Clerk to the SACRE

County Hall
Preston

Agenda Item 2

Lancashire Standing Advisory Council on Religious Education (SACRE)

Minutes of the Meeting held on Monday, 26th April, 2021 at 10.00 am in Zoom Virtual Meeting - Zoom

Attendees

Teachers Associations The Chair, Mr Peter Martin (ASCL)
Julie Gordon (ATL)

Lancashire County Council County Councillor Anne Cheetham
County Councillor Yousuf Motala

Church of England Mr John Wilson
Mrs Joan E O'Rourke
Mrs Helen Sage

Hinduism Mrs Harsha Shukla
Mr Ishwer Tailor

Islam Ahmed James

Judaism Robert Ash

Higher Education Sector Carolyn Reade

Co-optee Non-Voting

LASGB Mrs Kathleen Cooper

Community Representatives

Burnley Building Bridges Sajda Majeed MBE
Peter Lumsden

Officers

Mrs Alison Lloyd – School Advisor, Lancashire County Council
Mrs Misbah Mahmood – Senior Democratic Services Officer, Lancashire County Council
Garth Harbison – Democratic Services Support Officer, Lancashire County Council

Ahmed James, representing Islam, was welcomed as a new member to the Lancashire SACRE.

1. Apologies

Apologies were received from County Councillor Peter Steen, Professor Alan Gillies, Lisa Fenton, Dr Malcolm Craig and Keith Pennington.

2. Minutes of the last meeting held on 1 February 2021

The minutes of the last meeting held on 1 February 2021 were agreed as a true and accurate record.

3. Lancashire SACRE Development Plan

The 2018 - 2020 Lancashire SACRE Development Plan had been included in the agenda papers. The plan had been updated and would form the next steps of the 2021-2023 development plan.

It was suggested and agreed that members divide into groups and look at the objectives of the Lancashire SACRE Development Plan. The groups were asked to evaluate Objectives 1, 2 and 3 of the plan, then to evaluate and come up with the next steps for Objectives 4 and 5.

The Objectives were as follows:

- Objective 1 - Raising standards by improving the quality of teaching, learning and assessment in Religious Education.
- Objective 2 - Monitoring and evaluating standards and the quality of provision for RE in Lancashire schools.
- Objective 3 – To improve the provision of Collective Worship.
- Objective 4 – To ensure that the SACRE was effectively managed and worked in close cooperation with the local authority and other key stakeholders.
- Objective 5 – To develop the contribution of RE to Community Cohesion.

Points raised from the groups for Objectives 4 and 5 were as follows:

Objective 4

- It was felt that some SACRE meetings could still be held virtually. This would reduce unnecessary travel and be good management of time for members.
- A timed agenda was suggested, with indications on the agenda of what decisions needed to be made, would help to manage time for members.
- There should be an allocated social breakout time on the agenda for members to network with one another.
- It was important to catch up with the contacts from the different faith representatives to check where they were up to.

- In terms of the SACRE working positively in partnership with key local and national stakeholders there had to be a faith coordinator in place for this to work well.
- The lack of Sikhism representation was noted.
- One action point to be looked at and explored further was the agreed procedures for frequent non-attendance. The attendance process needed to be tightened up.
- It was felt there needed to be an action plan to have contacts with the academies and have them promote the syllabus. Having an academy representative on the SACRE was suggested. It was important to check what the progress was with SACRE and its partnership with academies as communication and engagement did not seem to be happening.
- The 'Youth Voice' was another project to pick up on. One possibility was to look at having the young people attend virtually to ensure representation. Teachers could be invited along to SACRE meetings as part of the 'Youth Voice'.
- Regarding how local schools could access events and training opportunities hosted by local teacher training organisations, the Covid pandemic had a large impact on this. There was a possibility here for looking at virtual training programmes going forward.
- A survey was needed to see what groups were missing from the SACRE and what could be done to approach these groups.
- In terms of teacher training, members enquired if this was a realistic objective for SACRE at this time.

Objective 5

- It was noted that the SACRE did not make the most of the contacts from different faiths in Preston. It was important to turn the SACRE's attention to Preston using the interfaith projects.
- In terms of devising an induction programme to ensure minimum requirements were met in line with SACRE/LCC policies, the enhancing of this work further had been interrupted because of Covid.
- It was pointed out that 'Prevent' had not been on the agenda that often, although the question was raised about whether 'Prevent' fell outside SACRE's remit.
- Regarding engagement with schools and the hosting of training events, there needed to be evidence that this had been done.
- Also, in terms of the development of a sustainable primary/secondary school linking programme to promote community cohesion and tackle controversial issues, there needed to be evidence that this had been done.

Alison would draw up a new draft Lancashire SACRE Development Plan for the July 2021 meeting of SACRE to be finalised and agreed.

4. Agreed Syllabus Conference Feedback

The Agreed Syllabus Conference was a group of SACRE members representing each of the four divisions of the SACRE. They had responsibility for the oversight of the review of the syllabus every five years. A revised syllabus would be in place by September 2021.

Members were informed that the Key Stage 3 materials had yet to be finished. Once these had been completed the syllabus would go to the printers in June.

The Agreed Syllabus Conference would meet again on 11 June 2021.

5. Update on Collective Worship

There had been a good discussion on Collective Worship at the last SACRE QSS meeting in March 2021. All the 'Mirrors and Doors' materials had been looked at. Some errors had been identified as well as things that needed to be updated.

At the March QSS meeting, examples of Collective Worship documents from other authorities were looked at. It was felt that Lancashire's Collective Worship document was sound as it was but members at the meeting identified three areas to add to the document. These were around:

- The use of invitational language.
- Developing the role of pupils in planning and monitoring worship.
- Including examples of Collective Worship from other schools.

6. Update from Building Bridges Burnley

Sajda Majeed MBE informed the SACRE that Building Bridges Burnley had 38 schools signed up in 2019/20, 6 more schools had signed up in 2021 making the total number of schools signed up at 44.

Due to the pandemic there had not been many school visits. Building Bridges Burnley had managed 8 school visits via Zoom since September 2020.

Building Bridges Burnley had appointed a new Near Neighbours Coordinator which strengthened the Building Bridges Burnley activity. There would be more interaction between the Near Neighbours Programme and schools.

7. Lancashire Youth Voice

There was nothing to report.

8. Correspondence

There was no correspondence.

9. Members' News

Ishwer Tailor informed the SACRE that since the lockdown the Gujarat Centre in Preston had allowed worshippers to do their private prayers. Congregations for big meetings were not allowed. Celebrations were held via Zoom. A guidance booklet for children visiting the centre had also been produced. The launch of the booklet would be in June 2021 and SACRE members were invited to attend the launch.

Members were invited to attend the NASACRE Conference on 25 May 2021. The conference would be held virtually.

10. Observers' Contributions

There were none.

11. Date of Next Meeting

The next meeting of the SACRE would be held at 10:00am on Monday 5 July 2021.

Paul Bond
Clerk to the SACRE

County Hall
Preston



Lancashire SACRE Development Plan 2021-2023

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2021-2023
Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed.

Key Priority 1	To raise standards by improving the quality of teaching, learning and assessment in Religious Education.
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what is ongoing or has been started but not yet embedded and what has not yet been achieved.
Measures of success.	<p>1. Leaders are clear about the standards and expectations within the Lancashire Agreed Syllabus for Religious Education 2021. They use this knowledge to construct a balanced curriculum which specifies how knowledge and skills are built on cumulatively towards clear end goals.</p> <p>2. Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy. A more formal method of school to school support is established.</p> <p>3. The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings.</p> <p>4. Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p> <p>5. Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.</p> <p>6. The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of vulnerable pupils and those with SEND.</p> <p>7. The effectiveness of the Lancashire Agreed Syllabus is evaluated annually by gathering the views of pupils (youth voice) and teachers.</p>
Success evaluated by:	<p>An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
<p>1.1 Leaders are clear about the standards and expectations within the Lancashire Agreed Syllabus for Religious Education 2021. They use this knowledge to construct a balanced curriculum which specifies how knowledge and skills are built on cumulatively towards clear end goals.</p>	<p>Launch the Lancashire Agreed Syllabus 2021 across all schools. Separate training is provided for primary and secondary schools.</p> <p>Training focusses on statutory duties and the construction of the curriculum intent (knowledge, concepts, vocab and skills).</p> <p>Training is provided for out of authority schools that buy into the syllabus.</p> <p>The website password is changed in line with the new syllabus to ensure protected access to resources.</p>	By Dec 21	AL	<p>Evaluations following training are analysed and reported to the SACRE</p> <p>A selection of school websites are monitored by SACRE members to check for compliancy.</p>	<p>Leaders are confident in constructing a well-balanced RE.</p> <p>Knowledge builds on cumulatively towards clear end goals and ensures that pupils are 'secondary ready.'</p>	

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
<p>1.2 Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy.</p>	<p>A suite of RE training is offered to schools by associate consultants:</p> <ul style="list-style-type: none"> - Planning using the Field of Enquiry (focus ECM teachers and HLTAs) - 'Ways of knowing' RE – effective implementation. - Subject knowledge. <p>Free network meetings are offered in the East, North and South of the county so that updates are shared in a timely manner. Sample knowledge organisers are uploaded to the website.</p>	By July 2019	AL	Evaluations following training are analysed and reported to the SACRE	Evaluation data shows that teachers are improving their subject knowledge and gaining confidence in the implementation of the syllabus.	
<p>1.3 The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings.</p>	<p>Findings from the 2021 census are shared with the SACRE. Implications for the structure of the syllabus are discussed.</p> <p>RE consultants work on exemplifications for KS1 and KS3 which reflect any non-religious traditions.</p>	By July 2022	AL	<p>Census findings are discussed at SACRE level.</p> <p>New exemplifications are shared, ratified and uploaded to the website.</p>	The LAS ensures that pupils are prepared to take their place in today's diverse multi religious and multi secular society.	
<p>1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p>	<ul style="list-style-type: none"> •Standards files are created to model different expectations along the line of progression. •Sample assessment tasks are shared at network meetings •Network meeting sessions are provided where standards can be moderated between schools. •Assessment data is collected and analysed June 2022 and 2023. 	by July 2022	RECs /AL	<p>Standards files and assessment procedures are shared with SACRE.</p> <p>Attainment data is reported to the SACRE and Lancashire schools.</p>	Increasing proportions of teachers are confident in assessing achievement in RE. Assessment judgements are more reliably reported.	.

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
1.5 Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.	Provide training for subject leaders on how to audit, monitor and evaluate the impact of the RE curriculum and set targets for improvement. A suite of monitoring and evaluation proformas are created and shared with teachers to support deep dive monitoring exercises.	By Dec 2022	AL/R ECS	Evaluation feedback is shared with the SACRE. New materials are shared with the SACRE	Leaders are confident in measuring the impact of the RE curriculum and using monitoring evidence to inform plans for improvement.	
1.6 The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of pupils assessed to have special needs and/or disabilities.	Provide training on the LAS for special schools. Training focusses on how to successfully adapt lesson planning and lesson delivery without compromising on ambition. Schools are signposted to resources, ideas and further reading. Provide different models to show how planning can be adapted in response to different special needs.	By Dec 2022	AL/SE ND	Evaluation feedback is shared with the full SACRE. New materials are shared with the SACRE	The LAS is fully inclusive and can be easily adapted to meeting with needs of pupils who are assessed to have special needs and/or disabilities.	
1.7 The effectiveness of the Lancashire Agreed Syllabus is evaluated annually by gathering the views of pupils (youth voice) and adults.	Surveys are distributed to schools and students annually, The findings are analysed and shared with the SACRE. Next steps are agreed and shared with stakeholders.	Annually July 2022 and 2023	AL	Survey findings are analysed by the SACRE and next steps agreed.	The LA gathers, listens and responds to the views of stakeholders in order to continually evaluate the success of the LAS.	

Next Steps	
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Key Priority 2	The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools
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	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
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Measures of success.	2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools. 2.2 The SACRE monitors the quality of provision in RE through undertaking school visits across a range of schools and key stages. 2.3 Youth voice events gather the views of pupils across all key stages.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools.	<ul style="list-style-type: none"> • Provide clear guidance to schools with regards to the attainment scores that will be collected at Y2, Y6, KS3 and KS4. • SACRE analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings. • Agree any implications and next steps. 	June 2022 and June 2023	AL/PM	Data is analysed and reported to the SACRE in September 2022 and 2023	Trends in achievement are monitored and strengths and weaknesses identified. Standards are maintained or improve.	
2.2 The SACRE monitors the quality of provision in RE through undertaking school visits across a range of schools and key stages.	<p>SACRE Continues to monitor RE via:</p> <ul style="list-style-type: none"> - SACRE visits to a range of schools. - Data analysis - Evaluations and Feedback forms - Annual consultation - Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire. - Findings from the pupil attitude questionnaire - Feedback during Youth Voice events. - Analysis of any complaints. <p>The SACRE agrees how to respond when a school is identified as not meeting its</p>	Termly Completed by April 2022	PM	<p>Visits findings are reported back to each SACRE meeting.</p> <p>Findings from all monitoring activities are added to an annual calendar and reported as they occur.</p> <p>Findings are reported to NASACRE/DFE via the annual report.</p>	<p>Methods of monitoring provide the SACRE with a clear picture of standards and the quality of teaching, learning and assessment across Lancashire.</p> <p>SACRE responds quickly when statutory duties are not being fulfilled.</p>	

	statutory responsibilities. A ramped approach is agreed.					
2.3 Youth voice events gather the views of pupils across all key stages.	<p>Working party established to agree an approach to Youth Voice.</p> <p>Pupils are consulted to establish which events they would find helpful.</p> <p>A calendar of activities is agreed.</p> <p>Schools are approached and events advertised.</p> <p>Events are published in the termly newsletter.</p>	Autumn 2021	PM/JH	<p>Pupil evaluations are shared with the full SACRE.</p> <p>SACRE members are represented at events and report back to the full council.</p>	<p>Pupils have a voice in setting the direction for improvement for RE in Lancashire. Their views are listened to</p> <p>Pupils have ongoing opportunities to debate questions relating to RE with their peers.</p>	

Next steps	
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Key Priority 3	To improve the provision of Collective Worship
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	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved , what has been started but not yet embedded and what has not yet been achieved .
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Measures of success.	3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good practice materials
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Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.
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Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good practice materials	<p>The CW policy and guidelines are updated, shared with the SACRE and uploaded to the website.</p> <p>Materials are advertised in the autumn term newsletter.</p> <p>Teachers are invited to submit good CW exemplars which are shared with schools.</p> <p>SACRE members visit CW during school visits, and feedback to the full council.</p> <p>Teacher's confidence and skills in planning, delivering and monitoring CW is surveyed during the annual consultation.</p>	<p>August 2021</p> <p>Autumn Newsletter</p> <p>Annual evaluation</p>	AL	<p>School visits are reported to the full SACRE.</p> <p>Evaluations are shared with the full SACRE.</p>	The Mirrors and Doors materials helps schools to deliver effective collective worship in line with their vision thereby contributing to the development of SMSC and British Values across Lancashire.	

Next steps	
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Key Priority 4 To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.

	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
Measures of success.	4.1 SACRE meetings are purposeful and well represented. 4.2 The SACRE builds positive relationship with academies across Lancashire.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
4.1 SACRE meetings are purposeful and well represented.	<ul style="list-style-type: none"> Actively recruit members to fill vacancies and ensure that all major local religious communities are represented of the SACRE e.g. Sikh Dharam, Apply the agreed attendance policy as needed. Vary venue e.g. County Hall, Zoom, places of worship. Ensure that each meeting includes time for social networking. 	Ongoing	Democratic Services/ Chair	<p>Annual feedback and consultation with SACRE members – views gathered and analysed via electronic poll.</p> <p>Attendance of members is monitored and analysed.</p>	SACRE meetings are efficient, representative, engaging, & productive. All members feel included and that their views are considered and respected.
4.2 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.	<ul style="list-style-type: none"> The Lancashire Agreed Syllabus will be promoted in all academies – e.g. flier/newsletter/ order form. The views of academies who buy into the syllabus will be gathered on an annual basis so that they can regard themselves as stakeholders and partners with the SACRE. 	June 2018	AL/ PM	<p>Academies data base shared with the full SACRE.</p> <p>Views analysed and feedback provided to the full SACRE.</p>	<p>The SACRE develops a positive partnership with local academies.</p> <p>Increasing proportions of academies buy into the syllabus and see themselves as key stakeholders.</p>

Measures of success 2021-2023	
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Key Priority 5	To reinforce the close link between the teaching of religious education, promotion of British Values and development of Spiritual, Moral, Social and Cultural development.
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Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Measures of success.	5.1 The SACRE works closely with the EMAGRT team and Building Bridges to promote community cohesion, and inclusion regardless of religion and belief within a climate of mutual respect and tolerance. 5.2 Schools are confident in planning for progressively deeper opportunities to promote spiritual development.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
5.1	The criteria for the Religion and Belief quality mark are shared with SACRE members. Feedback is given. The quality mark is promoted via the SACRE website. Enhancing the quality and impact of RE; Building Bridges will offer a SLA to schools to promote cohesion, inter faith dialogue, and religious literacy	September 21	PM	Reports are provided to SACRE from Building Bridges at each termly meeting.	SACRE actively supports the work of other Lancashire agencies in promoting inclusion, mutual tolerance and respect. Number of schools engaged; number of events; training opportunities provided.	
5.2	Schools are signposted to resources to support them in: <ul style="list-style-type: none"> - Defining spirituality - agreeing an approach to planning 	Sept 22	AL	The annual survey includes an evaluation on school's confidence in planning to promote spiritual development.	Leaders and teachers are confident in planning for the development of spirituality both within RE lessons and across the wider curriculum.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
	<ul style="list-style-type: none"> - ensuring that spiritual development is progressive. - Gathering evidence to ensure consistency. <p>Advice is provided for schools on the how to create opportunities for spirituality through the teaching of RE. This is interwoven within each RE course.</p> <p>Good examples are shared on the RE website</p>			Resources are shared with the SACRE.		

Measures of success 2021-2023	
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SACRE VISITOR PROTOCOLS

Visiting schools should be an enjoyable and stimulating opportunity for you to see RE and collective worship in action. Lancashire schools can show you some excellent practice. Try to go in with an open mind and avoid giving your own opinion, particularly about controversial issues. Remember you are not an inspector and that the teacher has a job to do.

Purpose of visit (it may be one or all of these):

- To look at, listen, learn about and celebrate RE practice and / or collective worship (in community schools);
- To find out how RE and / or collective worship contribute to the school's ethos and the pupils' spiritual, moral, social and cultural development.
- To represent SACRE to the school, its staff, students and governors.
- To obtain information for a short report to inform Lancashire SACRE and assist future planning.

Preparing for the visit:

- Find out as much as you can about the school from its website or ask our attached LA officer for help.
- Check out safeguarding rules and protocols. Make yourself familiar with the school's visitor policy. Do not have unsupervised access to pupils even if you are in a group. Only take photographs approved by the headteacher. (Do we need SACRE badges and how portable are DBS clearances?)
- Make sure you can explain what SACRE does; maybe give the most recent annual report to the school.
- Make sure you are clear about why you are going. Remember you have been invited and you are not making judgements about the quality of teaching.

Arranging the Visit:

- Find out the time and place of arrival and the length of the visit.
- Agree beforehand with the contact person what you want to achieve. What is the focus of the visit? Make sure you keep to what has been agreed.
- Discuss who you wish to meet and what you would like to see.
- Can you speak to pupils about their views of RE and / or collective worship (in a community school).
- Remember you may not have the chance to speak to individual teachers before or after a lesson.

Possible questions to ask pupils/students

- Do you enjoy RE – which parts do you like and why, if not why not?
- Why do you think it is important to study RE?
- How well are you doing in your RE lessons?
- Have you visited any places of worship?
- Have you had any visitor to talk in RE?
- What would you like to do more of / change?
- Do you enjoy collective worship /celebrations?
- Have you had an opportunity to take part / help plan / evaluate worship?

Possible questions to ask RE co-ordinator and /or Head:

- How is RE taught in this school, how often / by whom?
- How do you show the importance of RE?
- How helpful is the agreed syllabus and support materials?
- How could the local authority or SACRE help improve RE for the pupils?
- What access do you have to funding / training / links with other schools / organisations?
- How do you show the importance of acts of collective worship?
- How are the Governing Body involved in RE / collective worship?

Possible questions to ask the teacher:

- Before the lesson can the teacher tell you what they are doing in the lesson, its purpose and the intended outcome?
- What will happen next, after this lesson?
- How does the teacher check what progress students have made in the class?
- How does the teacher support students who are making slower progress / faster progress?

Things to look out for:

- Displays in open areas and classrooms.
- Pupils' enjoyment of the lesson or activity – are they listening to the teacher and each other, do they contribute and ask questions?
- Relationships amongst pupils and between pupils and staff.
- Resources available – books, artefacts, visual material, technology, equipment.

Being a welcome guest: (remember you are not an inspector)

- After greeting the teacher sit somewhere out of the way or where you are asked to sit.
- Listen quietly unless asked to comment or take part.
- Be aware of your body language – smile and look encouraging.
- Don't make notes or comment on the teacher's conduct or that of individual pupils.
- Remember that it is someone's workplace and you are a visitor; be considerate.
- When asking questions make sure you sound like an interested lay person with no note of challenge.
- Show appreciation for the hospitality you have been shown.
- Mention things which have particularly pleased or interested you.
- If something concerns you try to speak to the SLT link before you leave the school.

After the Visit:

- Send a thank you note to the member(s) of staff and, if you visited a class, to the students.
- Fill in a brief report on the visit as soon as you can, share it with the school then pass it to the Chair of SACRE for discussion at next meeting. Do not mention pupils by name in the report.
- Ask for the report to be presented to the Governing Body.
- Evaluate the visit. Did you achieve what you set out to do?

Summary of the Ofsted Subject Research Review: Religious Education 2021

Introduction

The latest review draws on our education inspection framework (EIF) and other religious education (RE) literature to identify what contributes to high-quality Religious Education curriculum, assessment, pedagogy and systems in schools where we inspect Religious Education. Below are the key points which have been identified from the report, which highlight for Ofsted high quality Religious Education.

High Quality Religious Education in all Key Stages:

- Has a high quality curriculum that is ambitious and designed to give all learners the knowledge they need to succeed in life.
- Considers knowledge that pupils build through the curriculum.
- Has high expectations of scholarship.
- Has well sequenced, substantive content.
- Captures the diversity, fluidity and complexity of worldviews.
- Uses illustrative or indicative representations that will enable pupils to build sophisticated concepts.
- Prepares pupils to engage in a complex multi-faith and multi-secular world.
- Does not require excessive content but does need to be sufficiently cumulative.
- Avoids generalisations and tackles misconceptions.
- Develops vocabulary.
- Prepares pupils with prior knowledge they need in order to think about and respond to the controversial issues in an informed way.
- Is not superficial.
- Builds forms of knowledge that give pupils the capacity to think about the status of the content.
- Educates pupils to respond to content in informed, intelligent and reflective ways.
- Helps pupils choose the right tool for the job by specifying that is/are the appropriate method(s) for a specific aspect of the curriculum.
- Draws on well-established scholarly processes.
- Helps pupils distinguish knowledge in the curriculum from 'everyday' knowledge, opinions and ideas.
- Recognises there can be different ways of knowing things.
- Ensures pupils are prepared to think in critical scholarly ways.
- Works so that pupils can recognise the type of specialist discourse they are engaging in.
- Has subject leaders who are precise in how they select content because some content contains richer potential for this.
- Builds pupils' awareness of their own assumptions and values
- Has precise, detailed and fruitful content.

- Has teachers who are aware of the pupils' experiences and assumptions, and awareness of the knowledge that pupils have or have not built up through the curriculum.
- Equips pupils with subject components, composites built over time, and the ability to recognise/acknowledge different modes of enquiry.
- Provides many of the components that enables pupils to develop interpersonal competencies.
- Should be taught by subject specialists.
- Has ambitious, subject specific end goals.
- Provides pupils with the ingredients for cultural and civic competencies.
- Has a clear connection between the 'ways of knowing' that pupils learn, the personal knowledge that pupils develop and the substantive content.
- Enables pupils to remember the intended curriculum in the long term.
- Comprises methods that are well suited to the full scope of the curriculum.
- Is clear about the objective of learning.
- Provides pupils with periodic and recurrent opportunities to encounter these concepts being taught.
- Ensures the pedagogy used leads to curriculum impact.
- Uses a variety of formative and summative assessment methods.
- Is informed by insights from cognitive science and subject specific research.
- Is clear about what is being assessed and why.
- Does not misuse GCSE assessment methods to identify curriculum progress at KS3.
- Is clear about what it means to 'get better' at Religious Studies.
- Has sufficient curriculum time and is taught by well qualified professionals who enjoy high quality CPD.

Olivia Seymour & Helen Sage