# 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.

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