



DIOCESE OF WORCESTER

Model Policy for Religious Education in Church Schools

Guidance from the Diocese of Worcester's Board of Education

September 2026



Section 1

Policy Guidance

Introduction

It is important to note that a policy for RE should take into consideration several key documents:

- Church of England Vision for Education
- Flourishing for All
- Statement of Entitlement 2026
- SIAMs Evaluation Framework 2023

Schools who are part of MATs should also take into consideration any decisions that may be made by the MAT.

Throughout the document, schools/academies should note that where 'school' appears in the document it can be substituted for 'academy' as appropriate.

Syllabus

All Voluntary Controlled and maintained schools, must teach Religious Education in accordance with their Locally Agreed Syllabus. For VC schools in Worcester, this means following the Worcestershire Locally Agreed Syllabus. For VC schools in Dudley, this means following the Dudley Locally Agreed Syllabus.

All Voluntary Aided schools and former VC academies are able to choose the curriculum for RE that they wish to follow. This must be in accordance with the trust deeds of the school and must be at least comparable to the Locally Agreed Syllabus.

VA or VC schools that convert to academy status where the model funding agreement specifies that an academy with a particular religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation.

Any VA or former VC school that does not use their Locally Agreed Syllabus (Worcester or Dudley) to teach RE must inform the Diocesan Education Office so that we can notify the relevant person in both SACRE's.

Vision

It is important that the provision for RE fits within the school's distinctive Christian Vision, therefore you should outline how your school's Christian vision is a driver for the RE in your school and the impact this has.

Intent

Outline the intent of RE in your school. Ideas could be taken from Religious Education in English Schools: non-statutory guidance 2010, the Church of England Statement of Entitlement or from the Agreed Syllabus. You should look to explain what you hope to achieve with RE within the school, the purpose of teaching it and why you believe this is an important subject within the school.

Time Allocations

This will include how RE is delivered i.e. as a discrete subject or part of topic work or humanities etc: what religions are taught at each Key Stage, how much time per week/term who is spent on RE in each Key Stage and other operational information such as where resources are stored etc.

Time allocations are specified as part of the Locally Agreed Syllabus (LAS). These are the time allocations which are suggested by the LAS in order to ensure that the syllabus is completed in an effective and in-depth way. However, the Statement of Entitlement states that sufficient dedicated curriculum time, meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.

RE is legally required for all pupils. RE is to be delivered in an objective, critical and pluralistic manner that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism). In a Church school it is a core subject and an entitlement for all pupils throughout their schooling, from Reception year up to and including Key Stage 5.

For Key Stage 4 and 5 students the legal requirement is that all pupils are taught core RE whether they sit a GCSE or A-level or not. However, the Statement of Entitlement for Religious Education 2026 clarified this requirement within a Church school. It states that:

- All pupils follow a course which leads to a recognised and appropriate qualification in RE or Religious Studies at KS4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.
- Every opportunity is given for students to exceed exam board requirements, recognising that an exam board specification is not a curriculum.
- Students who achieve suitable grades at GCSE RS have the option to follow appropriate A-level courses.
- A high-quality and clearly identifiable curriculum for RE is in place for all students at KS5 in addition to A-level provision. This should continue to develop students' understanding of Christianity and other religious and non-religious worldviews.

As this guidance forms the basis of a SIAMS inspection for Church of England Schools, all Church of England secondary schools must adhere to this guidance.

For non-church schools the guidance will look slightly different. In accordance with research into best practice:

- It is preferable that pupils at Key Stage 3 have access to identifiable RE lessons. Where RE is taught alongside PSHCE, the RE element must still amount to a minimum of 5% of the curriculum time and be clearly identified as RE.
- It is preferable that all pupils in Key Stage 4 take an accredited GCSE full course in RE. Where schools make the decision that this would not be detrimental to the flourishing of their pupils schools may consider the following options for those who do not take full course GCSE:
 1. Pupils follow short course GCSE and sit the accredited exam.
 2. Pupils follow short course GCSE but do not sit the accredited exam.
 3. Pupils follow a bespoke core RE course that is identifiable as 'pure' RE.

For schools offering GCSE short course RE in Y9 and Y10, there is still a requirement that there is identifiable RE in Y11.

- In Key Stage 5, there is a requirement that there is identifiable core RE for pupils who do not take RE at A-Level.

It is advised that schools discuss their arrangements for RE with the Diocesan Education Adviser, to ensure that they are meeting the legal requirements for RE.

Assessment/Recording & Reporting

Schools are required to report on standards in RE. Within this section it will be useful to document:

- Systems that you use for assessment e.g. Target Tracker, Insight, SPTO, Classroom Monitor, schools own internal systems etc
- What data you will collect
- How often you will collect data
- How you will report this to parents, including how often.

Responsibilities for RE in School

Within school there may be a number of people that have a shared responsibility for aspects of RE. It is worth making reference to specific roles for each person, particularly if some aspects are split between a number of people for example: Key Stage 1 and Key Stage 2.

Managing the Right of Withdrawal

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal **but only after the request has been granted.** The school **must** make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught. Discussion may include the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes. Practical examples of how a school may reassure a parent who has withdrawn their child may include inviting the parent to observe a RE lesson, discussing curriculum documents and discussing the aims of RE in your school with them.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Section 2

General Considerations

OFSTED RE Review 2021

In May 2021, OFSTED produced results of research into the teaching of RE and the overall report can be accessed [here](#).

The report refers to 3 different types of knowledge used in RE. These broad types of knowledge are 'pillars of progression' within RE. 'Getting better' at RE both at primary and secondary level comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:

- first, 'substantive' knowledge: knowledge about various religious and non-religious traditions
- second, 'ways of knowing': pupils learn 'how to know' about religion and non-religion
- third, 'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Therefore, quality RE may be exemplified by the following features:

Leadership and Management

In order to ensure that RE is lead and taught well within school leaders will:

- Make good decisions about which 'ways of knowing' pupils need to learn and how to match the 'ways of knowing' to the substantive content.
- Carefully identify the specific content for the 'personal knowledge' taking into to consideration of the context of their school, supporting pupils to see the value of the specific content taught.
- Ensure that the RE curriculum does not become distorted.
- Ensure assessment expectations are not excessively onerous of teachers.
- Ensure that CPD for teachers and leaders is of a high quality, giving staff the opportunity to reflect on assessment questions, develop deep subject knowledge and enable staff to support pupils engaging with religious and non-religious traditions.
- Identify the necessary background knowledge that pupils need to learn for a topic and make sure that the curriculum is ordered to accommodate this
- Ensure that their own subject knowledge, pedagogy and knowledge of RE policy and research is kept up to date through high quality associations.
- Effectively model, through being clear about what pupils are expected to learn, the choosing of appropriate classroom activities that support pupils' long-term understanding of RE.
- Consider whether existing assessment models in RE do, in practice, treat the curriculum as the progression model.

Teaching and Learning

To facilitate quality RE teaching in the classroom, classroom teachers will:

- When planning, consider the knowledge that pupils build through the curriculum to ensure that knowledge of religious and non-religious concepts are accurate.
- Ensure that what is taught in RE is grounded in what is known about religion/non-religion from academic study in order to address misconception appropriately.

- Carefully select well-sequenced substantive content and concepts
- Ensure that different 'ways of knowing' are taught alongside substantive content and not in isolation.
- Be mindful of when pupils should relate the content to their personal knowledge.
- Select detailed and fruitful substantive content and concepts, understanding that not all substantive content is equally appropriate in developing 'personal knowledge'.
- Take into consideration insights from cognitive science and subject insights when designing activities in the classroom.
- Support pupils in developing religious literacy through cultural and civic competencies taking in to account the complexity and diversity of global religion and non-religion.
- Take into consideration pupils' prior knowledge when planning activities.
- Ensure that activities that will continue to draw on, and to remind pupils of, parts of the RE curriculum that pupils have already covered.
- Design RE assessments that are fit for purpose, in that they are precisely attuned to the knowledge in the RE curriculum that they intend for pupils to learn.

Curriculum Design

To support quality RE leaders must consider the ways in which the RE curriculum ensures that:

- 'Collectively enough' substantive content and concepts in the RE curriculum to enable pupils to grasp the complexity of a multi-religious, multi-secular world.
- Representations of religious and non-religious traditions that are as accurate as possible.
- Depth of study in certain areas of the RE curriculum to provide pupils with detailed content that is connected with the concepts and ideas that they learn.
- Detailed knowledge of specific religious and non-religious traditions (such as their stories, narratives, texts and testimonies) in the RE curriculum to enable pupils to make useful connections between content.
- Is well sequenced and prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics.
- Includes 'ways of knowing' as a form of knowledge that pupils build through the RE curriculum.
- Encourages pupils to think in critical and scholarly ways about the representations of religion and non-religion that they learn through the curriculum and encounter in the world beyond.
- Includes scholarly methods and tools that pupils learn.
- Builds pupils' awareness of their own assumptions and values about the content that they study ('personal knowledge').
- Does not induct pupils into any religious tradition.
- Focuses pupils' learning on ambitious subject-specific end goals, rather than covers excessive amounts of content superficially.
- Clear curriculum content that subject leaders and curriculum designers have planned to illustrate 'ways of knowing' and to develop pupils' 'personal knowledge'.

Assessment

When assessing quality RE, leaders and teachers will need to ensure that:

- Formative assessments can help teachers identify which pupils have misconceptions or gaps in their knowledge, and what those specific misconceptions or gaps are. This can inform teachers about common issues, so they can review or adapt the curriculum as necessary.
- Formative assessments are less useful in making judgements about how much of the whole curriculum has been learned and remembered.
- Summative assessments are used for accountability purposes; leaders can ensure that they are sufficiently spaced apart to enable pupils to learn the expanding domain of the curriculum
- RE assessment needs to relate to the curriculum, which sets out what it means to 'get better' at RE

Section 3

**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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being Special: where do we belong? <u>Key Knowledge/Concept:</u> Understand the terms respect and belonging Understand how people care for and love us. Understand what happens at a baptism and dedication <u>Key Skills</u> Retell stories	INCARNATION F2 Why is Christmas Special for Christians? <i>*UC - Why Christians perform Nativity plays at Christmas?</i> <u>Key Knowledge/Concept:</u> Understand that Christians believe Jesus was born at Christmas Begin to understand the word 'incarnation' as God with us. <u>Key Skills</u> Retell stories Share own ideas	F6 What times/stories are special and why? <u>Key Knowledge/Concept:</u> Understand religious words Know what the Torah the Bible are Know some simple bible stories <u>Key Skills</u> Retell stories Share own ideas and experiences	SALVATION F3 Why is Easter special to Christians? <i>*UC - Why do Christians put a cross in an Easter garden?</i> <u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus died for their sins at Easter <u>Key Skills</u> Retell stories	F5 What places are special to us? <u>Key Knowledge/Concept:</u> Understand what is inside a Church Understand what makes pleases feel safe <u>Key Skills</u> Retell stories Share own ideas and experiences	GOD/CREATION F1 Why is the word 'God' important to Christians? <u>Key Knowledge/Concept:</u> Understand who Christians believe God is Understand what makes the world a special place. <u>Key Skills</u> Retell stories

	Share own ideas			Share own ideas and experiences		Share own ideas and experiences
Year 1	I. 10 What does it mean to belong to a faith community? <u>Key Knowledge/Concept:</u> Understand the term community (religious + non-religious). Understand how faith communities show their love. <u>Key Skills</u> Talk about what they learn from stories	GOD I. 1 What do Christians believe God is like? <u>Key Knowledge/Concept:</u> Understand what a parable is Understand terms 'love' and 'forgive' Understand that Christians believe that God is loving and forgiving. <u>Key Skills</u> Talk about what they learn from stories	I. 7 Who is Jewish and how do they live? <u>Key Knowledge/Concept:</u> Understand the words of the Shema Prayer; how it is used and why it is important to Jews. Understand what happens at a Shabbat/Sukkot <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories	CREATION I. 2 Who do Christians say made the world? <u>Key Knowledge/Concept:</u> Understand terms creation and creator Understand the story of creation and that Christians believe God created the world. <u>Key Skills</u> Talk about what they learn from stories	I. 9 How should we care for the world and for others, and why does it matter? (C, J, NR) <u>Key Knowledge/Concept:</u> Understand that people care for the world in different ways. Understand that we need to look after the world in which we live Understand the meaning of Genesis 1	

	Ask questions about stories	Ask questions about stories			Ask questions about stories	<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories
Year 2	I. 6 Who is a Muslim and how do they live? Part 1. <u>Key Knowledge/Concept:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them	INCARNATION I. 3 Why does Christmas matter to Christians? <u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus was God's Son Understand the term incarnation <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories	I. 6 Who is a Muslim and how do they live? Part 2. <u>Key Knowledge/Concept:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them	SALVATION I. 5 Why does Easter Matter to Christians? <u>Key Knowledge/Concept:</u> Understand the events of Holy Week and Easter Understand the term salvation and its importance to Christians	GOSPEL I. 4 What is the 'good news' Christians believe Jesus brings? <u>Key Knowledge/Concept:</u> Recognise that the gospels stories of good news Recognise that the Bible helps show the right way to live.	I. 8 What makes some places sacred to believers? (C, M) <u>Key Knowledge/Concept:</u> Recognise objects from different religions and understand how they are used in worship. Recognise that some places are special and sacred.

	<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories		<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories	<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories	<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories	<u>Key Skills</u> Talk about what they learn from stories Ask questions about stories
Year 3	L2. 7 What do Hindus believe God is like? <u>Key Knowledge/Concept:</u> Identify some Hindu deities and say how they help Hindus describe God Understand the term murti and how they support Hindu worship <u>Key Skills</u>	INCARNATION/GOD L2. 3 What is the 'Trinity' and why is it important for Christians? <u>Key Knowledge/Concept:</u> Understand the term Trinity Recognise that Christians believe that God is 3 in 1 - <i>Father, Son and Holy Spirit</i> . Understand how knowledge of the Trinity shapes Christian lives	L2. 8 What does it mean to be a Hindu in Britain today? <u>Key Knowledge/Concept:</u> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Identify and understand terms such as arti, bhajans and Diwali. <u>Key Skills</u>	SALVATION L2. 5 Why do Christians call the day Jesus died 'Good Friday'? <u>Key Knowledge/Concept:</u> Identify and understand the word salvation . Understand the importance of Holy Week to Christians Identify and understand the	KINGDOM OF GOD L2. 6 For Christians, when Jesus left, what was the impact of Pentecost? <u>Key Knowledge/Concept:</u> Identify the term Pentecost Understand the role of the Holy Spirit Understand what Christians believe the Kingdom of God is.	L2. 11 How and why do people mark the significant events of life? (C, H, NR) <u>Key Knowledge/Concept:</u> Identify and understand the word commitment Understand how marriage and baptism ceremonies work in religious and non-religious contexts <u>Key Skills</u>

	Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	<u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	significance of the term 'Good Friday' <u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	<u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live Make comparisons between faith practises
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Year 4	CREATION/FALL L2. 1 What do Christians learn from the Creation Story? <u>Key Knowledge/Concept:</u> Identify and understand what is meant by 'the fall' Understand the story of Creation and what Christians believe happened	L2. 9 How do festivals and worship show what matters to a Muslim? <u>Key Knowledge/Concept:</u> Identify and understand the term ibadah	L2. 10 How do festivals and worship show what matters to Jewish people? <u>Key Knowledge/Concept:</u> Identify and understand the terms,	GOSPEL L2. 4 What kind of world did Jesus want? <u>Key Knowledge/Concept:</u> Understand the ways in which Jesus wanted the world to be a better place	L2. 12 How and why do people try to make the world a better place? (C, M/J, NR) <u>Key Knowledge/Concept:</u> Understand how charities work to
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	Understand ways in which we look after creation. <u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live PEOPLE OF GOD L2. 2 What is it like for someone to follow God? <u>Key Knowledge/Concept:</u> Identify and understand the term covenant Understand the term faith and how it is different from religion <u>Key Skills</u>	Identify examples of ibadah in Islam <u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	sin, forgiveness and God in Jewish terms. Understand key festival of Passover <u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	<u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	bring about affect change within this world. Understand how people define acts in terms of 'good' and 'evil' <u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live
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	Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live					
Year 5	CREATION U2. 2 Creation and science: conflicting or complementary? <u>Key Knowledge/Concept:</u> Scientific and Religious views on the creation of the universe and creation of man. <u>Key Skills:</u> Interrogate and weigh up sources of evidence.	U2. 11 Why do some people believe in God and some people not? (C, NR) <u>Key Knowledge/Concept:</u> Understand the term faith Understand barriers to faith The reasons why people have faith. <u>Key Skills</u>	U2. 7 Why do Hindus want to be good? <u>Key Knowledge/Concept:</u> Understand key Hindu Beliefs such as dharma, karma, samsara, moksha, using technical terms accurately <u>Key Skills</u> Interrogate and weigh up sources of evidence.	SALVATION What difference does the resurrection make for Christians? <u>Key Knowledge/Concept:</u> What is the resurrection and what evidence do we have for it. Understand the concept of Christian Hope <u>Key Skills</u> Interrogate and weigh up sources of evidence.	KINGDOM OF GOD U2. 6 For Christians, what kind of king is Jesus? <u>Key Knowledge/Concept:</u> Understanding of the Kingdom of God. <u>Key Skills</u> Interrogate and weigh up sources of evidence.	U2. 12 How does faith help people when life gets hard? <u>Key Knowledge/Concept:</u> Religious understanding of suffering, death and bereavement and its links to faith and hope. <u>Key Skills</u> Interrogate and weigh up sources of evidence.

	Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning.	Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Reflect on evidence and present key findings. Understand different points of view Make connections with other learning
Year 6	GOD U2. 1 What does it mean if Christians believe God is holy and loving? <u>Key Knowledge/Concept:</u> Theological understanding of Holy and Loving. Understand how Christians respond to	INCARNATION U2. 3 Why do Christians believe Jesus was the Messiah? <u>Key Knowledge/Concept:</u> Understand the terms Prophecy, Incarnation and Messiah	U2. 8 What does it mean to be a Muslim in Britain today? <u>Key Knowledge/Concept:</u> Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs	GOSPEL U2. 4 Christians and how to live: What would Jesus do? <u>Key Knowledge/Concept:</u> Understand that there are different ways of interpreting the Bible.	U2. 9 Why is the Torah so important to Jewish people? <u>Key Knowledge/Concept:</u> Understand what the Torah is and how it is used Understanding of key Jewish laws and commandment e.g. Kosher law.	U2. 10 What matters most to Humanists and Christians? (C, M/J, NR) <u>Key Knowledge/Concept:</u> Understand the terms 'good' and 'evil' Understand morals and how people develop a moral code.

	God being Holy and Loving. <u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Understand why Christians call Jesus the Messiah <u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	<u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	Understand that scripture shows us a way to live. <u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	<u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning	<u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning
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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: •
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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?	
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