

**RE Subject Leaders Work Book**

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**Name: …………………………………………………**

**School: …………………………………………………**

**LA / Trust: …………………………………………………**

**Date: …………………………………………………**



**RE Subject Leaders Workbook (June 2023)**

This, and subsequent resource work books, have been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

*(There are subject leaders resource files & work books for the following subjects: Art & Design; Computing; English; Design & Technology; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science.)*

***Part A: subject leader audit questions Pages 3 - 4***

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***Part C: Statement of curriculum intent Page 6***

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***Part E: Subject leaders response to Ofsted’s May 2021, research report into RE Pages 8 - 14***

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**Part A: Subject leaders audit: RE**

| **Task** | **Notes** | **Completed** | **Date** |
| --- | --- | --- | --- |
| Am I clear about the N.C. Aims for RE? |  |  |  |
| Have I checked out the subject association website to identify resources for:  \* Me, as the subject leader  \* Teachers / assistants |  |  |  |
| Have I completed an audit of my own K, S & U against these aims? |  |  |  |
| Have I identified resources to support me in my own subject knowledge? |  |  |  |
| Have I written a statement of Intent for RE? |  |  |  |
| In writing the statement of Intent, have you referred to the following:  *◼ The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.*  *◼ It is clear what end points the curriculum is building towards and what*  *pupils need to know and be able to do to reach those end points.*  *◼ The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly*  *defined end points.*  *◼ The curriculum reflects the school’s local context by addressing typical gaps*  *in pupils’ knowledge and skills.* |  |  |  |
| Has this statement been approved by HT / SLT / all staff? |  |  |  |
| Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for RE? |  |  |  |
| Have I clarified with my line manager what good / better T, L & A in RE ‘looks’ like? (and hence what is not yet ‘good’ enough) |  |  |  |
| **Supplementary questions:** |  |  |  |
| How long have I been the subject leader for RE, and what support (CPD) have I received either internally or externally? |  |  |  |
| What resources do I use to support me as a subject leader? |  |  |  |
| How have I designed the RE curriculum? |  |  |  |
| What am I/we trying to achieve through the RE curriculum? |  |  |  |
| What scheme of learning does the school follow (published or your own)? |  |  |  |
| How is this subject taught, and why? |  |  |  |
| How do children progress in this subject from one year to the next? *(Remember that* ***progress is knowing more, remembering more and being able to do more****.)* |  |  |  |
| How do you ensure that pupils retain their subject knowledge? |  |  |  |
| How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum? |  |  |  |
| What would you expect an inspector to see when they visit RE lessons and speak to the pupils? |  |  |  |
| How do teachers clarify any misconceptions by pupils? |  |  |  |
| What links are made between RE and other subjects does – can you give an example of where this works particularly well? |  |  |  |
| Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils’ learning? |  |  |  |

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**Part B: Initial subject self-evaluation proforma**

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

| **Summary** |
| --- |
| The key strengths in: |
| ***Teaching, learning & assessment in RE are:*** |
| ***The RE Curriculum are:*** |
| The main areas we need to develop in: |
| ***Teaching, learning & assessment in RE are:*** |
| ***The RE curriculum are:*** |

**Signed: ………………………………….. Date: …………………………**

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**Part C: Statement of curriculum intent**

**From the Ofsted Education Inspection Framework (EIF)**

***Intent***

***Para: 196.***

In evaluating the school’s educational intent, inspectors will primarily consider

the curriculum leadership provided by school, ***subject and curriculum leaders.***

***Para: 197.***

The judgment focuses on factors that both research and inspection evidence

indicate contribute most strongly to an effective education and pupils achieve

highly. These factors are listed below.

*◼ The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.*

*◼ It is clear what end points the curriculum is building towards and what*

*pupils need to know and be able to do to reach those end points.*

*◼ The school’s curriculum is planned and sequenced so that new knowledge*

*and skills build on what has been taught before and towards its clearly*

*defined end points.*

*◼ The curriculum reflects the school’s local context by addressing typical gaps*

*in pupils’ knowledge and skills.*

***RE: Statement of Intent (School name):***



**Part D: RE & cultural capital**

**From the Ofsted Education Inspection Framework (EIF)**

***Cultural capital***

***Para: 203.***

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

*‘It (Cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’*

**How RE at (School x) contributes to the development of pupil’s cultural capital**

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**Part E: Subject leaders response to the Ofsted May 2021,research report into RE**

<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

### The report identifies a number of features which it states as: *‘High-quality RE education may have the following features”:*

**For the subject leader – it ‘may’ prove beneficial to work through each theme: e.g. Curriculum progression; Ways of knowing, etc one at a time, assessing your school’s own practice against what Ofsted have identified in this report. *(see pages 8 - 15 below)***

### Curriculum progression and debates about knowledge in RE

### *Based on the ‘findings in the report’, high-quality RE may have the following features*

| **Main findings** | **My commentary** |
| --- | --- |
| A consideration of the knowledge that pupils build through the RE curriculum, because accurate knowledge about religion and non-religion can be beneficial for achieving different purposes and aims for RE. |  |
| High expectations about scholarship in the curriculum to guard against pupils’ misconceptions. What is taught and learned in RE is grounded in what is known about religion/non-religion from academic study (scholarship). |  |
| Carefully selected and well-sequenced substantive content and concepts. |  |
| ‘Ways of knowing’ are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn. |  |
| A consideration of when pupils should relate the content to their own personal knowledge (for example, prior assumptions). |  |
| ***What I need to do next*** |  |

### Substantive content and concepts in RE

### *Based on the ‘findings in the report’, high-quality RE may have the following features*

| **Main findings** | **My commentary** |
| --- | --- |
| ‘Collectively enough’ substantive content and concepts in the RE curriculum to enable pupils to grasp the complexity of a multi-religious, multi-secular world. This substantive knowledge is a representation and reconstruction of religious and non-religious traditions and concepts. |  |
| Representations of religious and non-religious traditions that are as accurate as possible. Leaders and teachers might use scholarship to construct representations so that pupils do not learn misconceptions. |  |
| 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. |  |
| Without this, more complex discussions about religion and non-religion will be superficial. Leaders and teachers can make intelligent selections for depth of study to indicate a range of religious and non-religious ways of living. |  |
| 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. |  |
| A well-sequenced RE curriculum that prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics. |  |
| The importance of this is very clear in the case of controversial and sensitive topics. Leaders and teachers might identify the necessary background knowledge that pupils need to learn for a topic and make sure that the curriculum is ordered to accommodate this. |  |
| ***What I need to do next*** |  |

### ‘Ways of knowing’ in RE

### Based on the ‘*findings in the report’*, high-quality RE may have the following features

| **Main findings** | **My commentary** |
| --- | --- |
| A curriculum design that includes ‘ways of knowing’ as a form of knowledge that pupils build through the RE curriculum. This helps pupils learn about the construction of substantive knowledge, its accuracy, its reliability and how provisional that knowledge is. Pupils are therefore prepared 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. |  |
| A sequenced RE curriculum that includes scholarly methods and tools that pupils learn. |  |
| Subject leaders and teachers who make good decisions about which ‘ways of knowing’ pupils need to learn and who match the ‘ways of knowing’ to the substantive content. |  |
| Curriculum impact that includes pupils recognising the type of specialist discourse they are engaging in when asking questions, using methods and making claims about different content in the RE curriculum. This might have been achieved, for example, because pupils have learned how disciplinary discourses construct knowledge about religion/non-religion or how groups or families of methods explore religious and non-religious traditions. |  |
| ***What I need to do next*** |  |

### ‘Personal knowledge’ in RE

### Based on the ‘*findings in the report’*, high-quality RE may have the following features

| **Main findings** | **My commentary** |
| --- | --- |
| An RE curriculum that does not induct pupils into any religious tradition (in settings where the EIF applies to RE). |  |
| A curriculum that builds pupils’ awareness of their own assumptions and values about the content that they study (‘personal knowledge’). |  |
| Precise, detailed and fruitful content (substantive content and concepts) that subject leaders and curriculum designers have selected to build pupils’ ‘personal knowledge’. Not all substantive content is equally appropriate to select as the basis for developing pupils’ ‘personal knowledge’. |  |
| Subject leaders and teachers who adeptly identify specific content for the development of ‘personal knowledge’ because they recognise that some pupils may not otherwise see the immediate value of that content. |  |
| ***What I need to do next*** |  |

### Interplay, end goals and competencies

### Based on the ‘*findings in the report’*, high-quality RE may have the following features

| **Main findings** | **My commentary** |
| --- | --- |
| A curriculum that focuses pupils’ learning on ambitious subject-specific end goals, rather than covers excessive amounts of content superficially. |  |
| Curriculum impact that is achieved by pupils building up accurate knowledge about the complexity and diversity of global religion and non-religion. This provides pupils with many of the ingredients for cultural and civic competencies that are important to many RE teachers. |  |
| Clear curriculum content that subject leaders and curriculum designers have planned to illustrate ‘ways of knowing’ and to develop pupils’ ‘personal knowledge’.  A clear connection between the ‘ways of knowing’ that pupils learn, the ‘personal knowledge’ that pupils develop through the curriculum and the substantive content and concepts on which both depend. |  |
| Subject leaders of RE who are aware of the ways that the RE curriculum can be susceptible to distortion and have ensured that it does not become distorted. |  |
| ***What I need to do next*** |  |

## Teaching the curriculum

### Based on the ‘*findings in the report’*, high-quality RE may have the following features

| **Main findings** | **My commentary** |
| --- | --- |
| Leaders and teachers who consider, when they select classroom activities, how the activities will enable pupils to remember the RE curriculum in the long term. |  |
| Teachers whose judgement about classroom activities is informed by insights from cognitive science about learning, as well as subject-specific insights about the nature of the RE content to be learned. These 2 insights are more important than generic concerns about whether activities are superficially ‘engaging’. |  |
| Leaders and teachers of RE who ensure that, in choosing an appropriate classroom activity, they are clear about what pupils are supposed to learn from it (the curriculum object). |  |
| Teachers who recognise that the success of classroom strategies, methods and procedures depends, to an extent, on whether pupils have sufficient prior RE knowledge (from the curriculum) to succeed at the activity. |  |
| Teaching activities that will continue to draw on, and to remind pupils of, parts of the RE curriculum that pupils have already covered. This enables pupils to learn the RE curriculum in the long term. |  |
| ***What I need to do next*** |  |

## Assessment

### *Based on the ‘findings in the report’, high-quality RE may have the following features*

| **Main findings** | **My commentary** |
| --- | --- |
| Different types of assessments are used appropriately: |  |
| 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. |  |
| Where 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. |  |
| The purpose of the test should guide the type of assessment, the format of the task and when the assessment is needed. |  |
| RE assessment needs to relate to the curriculum, which sets out what it means to ‘get better’ at RE. |  |
| Leaders and teachers can consider whether existing assessment models in RE do in practice treat the curriculum as the progression model. |  |
| Leaders and teachers can 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. |  |
| Leaders who ensure that assessments are not excessively onerous for teachers. |  |
| Professional development opportunities for leaders and teachers to reflect on how different assessment questions and tasks in RE can frame teachers’ and pupils’ expectations about engaging with religious and non-religious traditions. |  |
| ***What I need to do next*** |  |

## Systems, culture and policies

### Based on the ‘*findings in the report’*, high-quality RE may have the following features

| **Main findings** | **My commentary** |
| --- | --- |
| Sufficient curriculum time allocated to RE in order for leaders to deliver an ambitious RE curriculum. |  |
| Subject-specialist staffing, so that pupils are taught RE by teachers with appropriate subject professional knowledge. |  |
| Access to high-quality in-service training for leaders and teachers of RE to develop their professional subject knowledge. |  |
| Subject leadership that can identify high-quality sources of training (for example, through subject associations and organisations) to further their RE knowledge in policy, subject content, subject pedagogy and RE research. |  |
| ***What I need to do next*** |  |



**Part F: Annual monitoring Calendar**

1. ***Exemplar calendar***
2. ***Your version***
3. ***Checklist: groups***
4. ***Annual overview***
5. ***Evidence collected against NC Aims***

***1) Exemplar calendar***

| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| --- | --- | --- | --- | --- |
| **September** | xxx | week 3/4: talk to pupils about experiences in subject last year | if new to post, search out pupils work from previous year to get an overview of learning against the subjects NC Aims | meet with teachers to clarify  ‘understanding’ of NC Aims / expectations for end of topic ‘goals’ |
| **October** | learning walk in EY / KS1 / L & U KS2 (e.g. visits to YN, Y2, 4 & 6) | talk to pupils\* in those classes you’ve visited | **\*** always try to talk to pupils with ‘samples’ of their learning with them | always feedback the www/ebi from any monitoring / review activities |
| **November** | learning observations in e.g. a selection of YR, 1, 3 & 5) | ditto above | ditto above | ditto above |
| **December** | xxx |  |  | Gather feedback from Teachers from Term 1 (re: www/ebi)  Prepare termly update of www/ebi’s |
| **January** | xxx | talk to pupils about experiences in subject last term |  | meet with teachers to clarify  ‘understanding’ of NC Aims / expectations for end of topic ‘goals’ |
| **February** | learning walk in EY / KS1 / L & U KS2 (e.g. visits to YR, Y1, 3 & 5) (*check whether the www/ebi from term 1 are the same / improving..)* | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **March** | learning observations in e.g. a selection of YN, 2, 4 & 6) (*check whether the www/ebi from term 1 are the same / improving..)* | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **April** |  |  |  | Gather feedback from Teachers from Term 2(re: www/ebi)  Prepare termly update of www/ebi’s |
| **May** | follow-up learning observations / walks to assess whether the www’s are still www’s and whether any ebi’s have moved in the direction of a www | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **June** | follow-up learning observations / walks to assess whether the www’s are still www’s and whether any ebi’s have moved in the direction of a www | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them | Gather feedback from Teachers from Terms 1-3 (re: www/ebi) |
| **July** |  |  |  | Gather feedback from Teachers from Terms 1-3 (re: www/ebi)  Complete subject self-evaluation report / action plan for the next academic year |



**ii) Your version**

| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| --- | --- | --- | --- | --- |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

**iii) Checklist:** Have I included as many as possible of the following ‘groups’ of pupils?

| **Group** | **When** | **Who** |
| --- | --- | --- |
| **EYFS** |  |  |
| **KS1** |  |  |
| **KS2 (lower)** |  |  |
| **KS2 (Upper)** |  |  |
| **LAP / MAP / HAP** |  |  |
| **DA / non DA** |  |  |
| **Pupils with SEND** |  |  |
| **EAL pupils** |  |  |
| ***(what other ‘groups’ do you need to focus on?)*** |  |  |

**iv) Annual overview**

| **Month** | **Learning Observation** | **Pupil Voice** | **Pupil work** | **ANO** |
| --- | --- | --- | --- | --- |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

**Monitoring Calendar (Summary)**

|  | **WWW** | **EBI** |
| --- | --- | --- |
| **Yr N** |  |  |
| **Yr R** |  |  |
| **Yr 1** |  |  |
| **Yr 2** |  |  |
| **Yr 3** |  |  |
| **Yr 4** |  |  |
| **Yr 5** |  |  |
| **Yr 6** |  |  |

**Overall Summary**

|  | **WWW** | **EBI** |
| --- | --- | --- |
| **www** |  |  |
| **ebi** |  |  |



**Part G: RE: Quality of Education (Good)**

| ***INTENT*** | | |
| --- | --- | --- |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [*If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]* |  |  |
| The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. *[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]* |  |  |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. *[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]* |  |  |

| ***IMPLEMENTATION*** |  |  |
| --- | --- | --- |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. |  |  |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. |  |  |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. |  |  |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. |  |  |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  |  |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. |  |  |
| Reading is prioritised to allow pupils to access the full curriculum offer. |  |  |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. |  |  |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. |  |  |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. |  |  |

| ***IMPACT*** |  |  |
| --- | --- | --- |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. |  |  |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. |  |  |
| Pupils’ work across the curriculum is of good quality. |  |  |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. |  |  |



**Part H: CPD Log**

1. **CPD I have attended**

| **Date** | **Title** | **Provider** | **Actions** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **CPD I have delivered**

| **Date** | **Title** | **Who to** | **Impact / feedback** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



**Part I: Subject leader development plan**

***Subject: ………………………………….***

***Subject Leader: ………………………………….***

***Academic year: ………………………………….***

| **Date** | **Target** | **Record of actions taken** | **Impact / evaluation** | **Target achieved (& date)** |
| --- | --- | --- | --- | --- |
| **Autumn Term** |  |  |  |  |
| **Spring Term** |  |  |  |  |
| **Summer Term** |  |  |  |  |
| **End of year summary** |  |  |  |  |