



## **SIAMS and RE (strand 7)**

This document should be read in conjunction with the following National guidance:

- The Church of Education Vision for Education: Deeply Christian, Serving the Common Good, 2016
- Statutory Inspection of Anglican and Methodist Schools (SIAMS) An Evaluation Schedule for Schools and Inspectors, 2018
- Religious Education in Church of England Schools A Statement of Entitlement, 2019

The following documentation produced by the Diocese may also be of support:

- RE Subject Leaders Handbook – available on website
- The Emmanuel Project Teacher Handbook – available with EP 2020
- Breakdown of the Statement of Entitlement – available on website

### **In summary: what does Strand 7 say?**

**RE should reflect the 2019 Statement of Entitlement.**

- Balanced and coherently progressive curriculum
- Develops skills of evaluation, critical thinking, analysis and interpretation
- Christianity – a living and diverse faith. Theological concepts
- Informed and respectful understanding of other religions and worldviews
- A safe space to explore beliefs
- Effective assessment
- CPD for all teachers

In VA schools and academies inspected as VA:

- Inspectors will verify if RE teaching and learning as **monitored by the school** is consistently graded good with their own judgement.
- Progress is expected for all pupils, including SEND **and** vulnerable groups

### **In addition, Strand 1 Vision and Leadership states the following:**

- RE is well resourced, funded and monitored
- Leaders ensure sufficient curriculum time for RE

## SIAMS for RE Subject Leaders

### What do I need to know to understand the expectations of strand 7?

#### Good RE should contribute to an education which enables all to flourish.

How does your school vision affect the way RE is seen and understood? Can you articulate how RE expresses the school vision within your setting? The Christian vision of a school needs to thread its way through all subjects and other aspects of school life. RE is just an example of one area in which it should be reflected.

#### In this strand the following must be explored:

- **How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.**
  - **How effective the school is in ensuring that religious education expresses the school's Christian vision.**
- In developing effective religious education, a school must evaluate the extent to which:
- a) Through effective curriculum planning, RE provision reflects the *Church of England Statement of Entitlement*, or Methodist equivalent, develops religious literacy and meets statutory obligations.
  - i. How well does RE help pupils to know about and understand Christianity as a living world faith

through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

- ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?

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



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

Theological concepts lay at the heart of the Emmanuel Project scheme of work. Religious text is included in explore 1.

How do pupils in your school view Christianity? Do they know the significant impact in the past on our culture today, and that for millions it is a living faith?

How high is the quality of your RE? How familiar are you with the *Church of England Statement of Entitlement*? It is an important document for RE subject leads. Find the most recent 2019 version here:  
<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf> Stick as closely as you can to this document when writing a RE policy.

Religious Literacy is the aim of RE teaching.  
Do you know your statutory obligations?

Note the phrasing of 'all pupils' – this will include vulnerable groups the identity of which will influence the outcome of your inspection.

All Church of England schools are inspected by SIAMS, but only VA schools and former VA Academies have the effectiveness of teaching and learning inspected. The effectiveness of RE in VC schools will form part of your inspection report, but you will not receive a separate grade as in VA schools.

## The grade descriptors for 'GOOD'

Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science. Pupils are able to engage with religious text and theological ideas. They have developed age appropriate skills of enquiry, critical analysis and interpretation. In this way well-constructed and coherent RE provision results in pupils who give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.

- There is an emphasis now on RE being 'balanced.' Theology, philosophy and human science are the academic disciplines that appropriately underpin learning in RE and can be explored at <https://balancedre.org.uk/> The Emmanuel Project is balanced when all three explore areas are included in the sequence of learning. Explore one relates to theology (examining the key ideas or concepts in religions and belief) with a focus on religious texts. Explore two relates to human science (conversations about the human dimension of religions and beliefs) with a focus on religious communities. Lastly, explore three relates to philosophy (conversations about thinking, reasoning and making judgements) with learning focussed around the impact on the individual's way of life.
- *Engage with religious text.* Are pupils in your setting being asked to critically engage in text in meaningful ways like you would expect in other subjects? The first explore lesson of each Emmanuel Project unit, and some enquiry lessons, address this area of learning.
- Engage with *theological ideas* – the Emmanuel project engages with theological concepts and considers big questions.
- Pupils develop '*age appropriate skills*.' How well do your pupils progress from the skills of recalling and remembering, to retelling, describing and explaining? How well are they able to evaluate and make comparisons?
- Is your RE provision 'well-constructed and coherent?' The Emmanuel Project builds knowledge and ensures progression. More information can be found in the Emmanuel Project teacher handbook.
- Christianity as *living and diverse* – do you have evidence that what Christians believe has an influence on what they do in their daily lives? About impact of the concept (think explore 3)

Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews. RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas. Pupils explain ways in which their thinking has been challenged. Statutory obligations are met and RE is largely in line with the *Church of England Statement of Entitlement*.

- Pupils have an '*informed and respectful understanding*' - do you know how your pupils talk about world faiths? Do they understand why it is important to understand the views of those with faith or with none? This is an area where recording discussions in some format would be useful.
- RE lessons are a '*safe space*.' Are pupils confident to share their ideas? During lessons, do teachers ask pupils not just what their ideas are but what are the ideas of others in the class?
- You will only get *challenging thinking* if you are asking challenging questions! How are questions being differentiated in RE to ensure challenge for all?

The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE. Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress. Good practice is shared within the school and with other schools through involvement with local, national and regional groups. The school leader for RE has regular opportunities to share new ideas and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.



RE teaching and learning is consistently graded good through regular school monitoring (verified at inspection). Based on the data available at the time of the inspection, considering context and recent cohorts, pupils make good progress against local expectations (KSI-3) and national averages for GCSE. This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically in RE.