



RE News

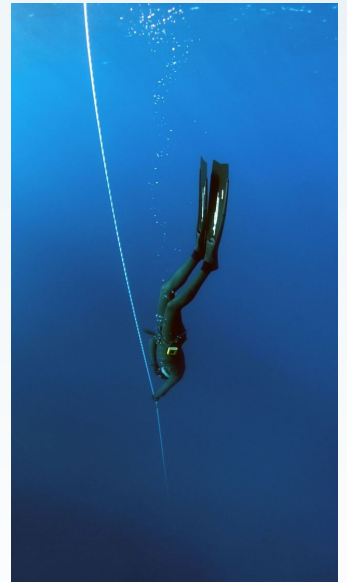
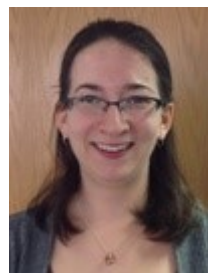
RE and the 'Deep Dive'

In this edition of *RE News*, we will be thinking about the implications of the new Ofsted inspection framework for middle leaders. We will look at the 'deep dive' in RE and consider how the latest educational research can help support you to deliver effective RE.

Throughout this edition of *RE News*, we will look at practical examples of effective RE from around Lincolnshire, North Lincolnshire and North East Lincolnshire that are helping pupils navigate the world of religion and belief more confidently.

As ever, if you have anything to share in the next edition of *RE News*, please do get in touch. I look forward to hearing from you!

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Special points of interest

- Celebrating excellent practice in RE
- The latest news and views from around the country
- Upcoming RE training and support

The 'Deep Dive': RE and middle leadership

I recently attended a conference at which a speaker told a joke: "What's the difference between an Ofsted inspector and a terrorist? You can negotiate with a terrorist..." Having worked as a classroom teacher for many years and experienced Ofsted more than once, I appreciate that the anticipation of Ofsted arriving can't really be separated from a looming sense of dread. However, assuming that Ofsted inspectors are always 'out to get you' isn't a helpful approach. It is well-documented that the emphasis in the previous inspection framework on outcomes led to increased workload for teachers and a tendency to focus on end results rather than the process of learning. By contrast, the new inspection framework focuses much more on the actual business of teaching and learning, firmly rooted in the core element of education: the curriculum. This provides school leaders at all levels with a much-needed opportunity to reflect on *what* is being taught, *why* this is pertinent to the context of the school and *how* it is being delivered.

to have the opportunity to reflect on *what* is being taught in their subject, *why* this is particularly pertinent to pupils in this school and *how* it is going to be delivered. It doesn't follow that every middle leader should be producing a subject 'intent statement', but every middle leader should have the opportunity to think carefully about how their subject contributes to the broad and balanced curriculum.

How does this connect with 'deep dives'? A 'deep dive' is a sustained exploration of a particular subject on the curriculum. Different numbers of 'deep dives' will be carried out by Ofsted in different types of schools (e.g. secondary schools are likely to have a greater number of 'deep dives' than primary schools). The purpose of these 'deep dives' is to ensure that the thinking about what that subject contributes to the wider curriculum has taken place: to ensure that teachers and leaders know the *what*, the *why* and the *how* of the subject, and that they are monitoring its impact.

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It should be a key priority of all leaders to be able to articulate their curriculum intent, understand how it is implemented and be monitoring its impact, regardless of whether the inspectorate is checking or not: this is about having a clear understanding that the things we teach matter; what we teach empowers our pupils and can help them become agents of positive change in the world. To see the new Ofsted framework as necessarily problematic and an additional burden *because* it has come from Ofsted is to slightly miss the point.

What is important, however, whenever any new set of expectations is placed upon educators is to ensure that we do not miss the wood for the trees. I visit a lot of schools at the moment where middle leaders have been asked to produce an 'intent statement' for their particular subject. This is certainly not a requirement from Ofsted; the value of such a document, perhaps, is to help that subject leader

The NEU recently released guidance for its members that advocates that no teacher should be required to take responsibility for the *what*, *why*, *how* and impact of a subject, without a corresponding TLR (see [here](#) for more information). This has significant implications, particularly for smaller primary schools in which budget and staffing restraints mean that fewer teachers will be responsible for a proportionally greater number of subjects often without a corresponding TLR. At the time of writing, Ofsted has not produced a response to this guidance, so it remains to be seen what impact this will have on 'deep dives' in primary schools...

Ofsted, RE and 'Deep Dives'

What is a 'deep dive'?

A 'deep dive' involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. The purpose of the deep dive is to establish an evidence base to contribute to a judgement on quality of education.



How likely is it that I will get a 'deep dive' in RE?

Based on the inspections that have taken place so far this academic year, there is currently a roughly 1/5 chance that RE will be part of a 'deep dive'.



What types of school can get a 'deep dive' in RE?

Voluntary controlled (community and church) schools and academies **can** receive a 'deep dive' in RE.

Voluntary aided schools and academies **cannot** have a 'deep dive' in RE as part of an Ofsted inspection because the denominational authority inspects standards in RE as part of the Section 48 (SIAMS) inspection. However, **all** schools can have RE mentioned as part of the comment on pupils' personal development, particularly in relation to the promotion of British Values, SMSC and cultural capital.



How can I find out more about Ofsted comments on RE?

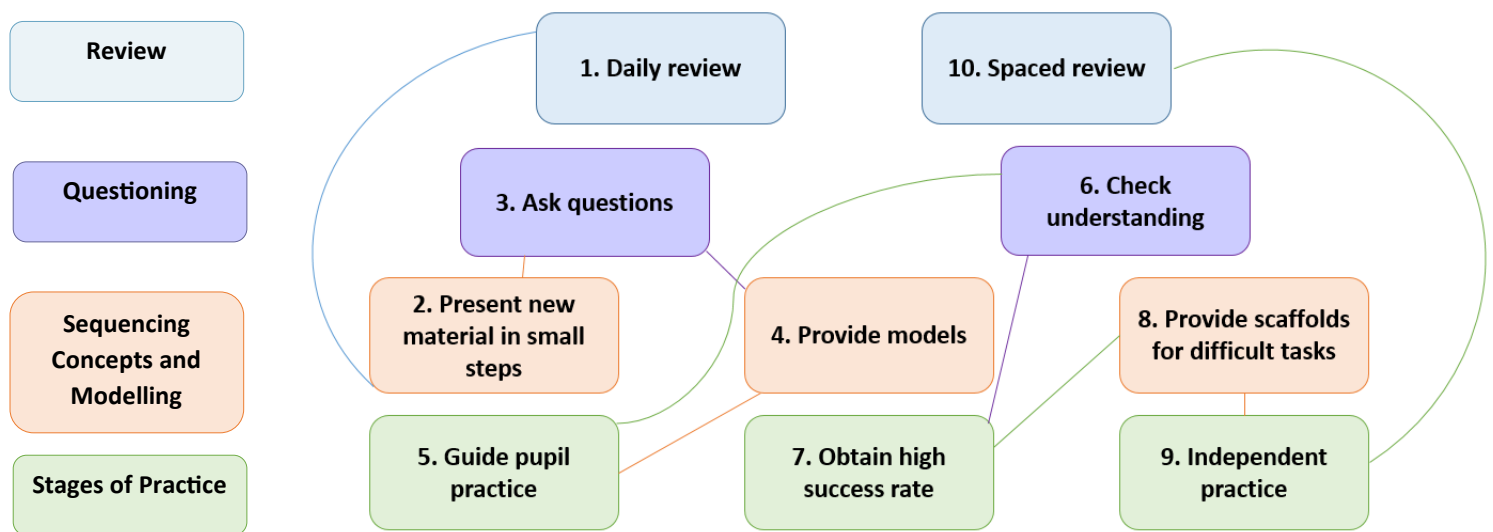
NATRE has been keeping track of comments about RE in Ofsted reports. Find out more [here](#).

Using the Latest Educational Research in RE

One of the exciting opportunities provided by the current SIAMS and Ofsted inspection frameworks is the chance to reflect on the way in which the most recent educational research can help improve teaching and learning across all subjects on the curriculum, including RE.

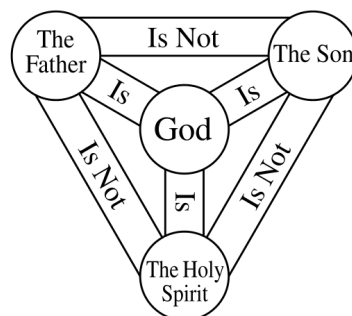
1. Rosenshine's Principles of Instruction

Rosenshine's Principles of Instruction set out an approach to effective teaching and learning that can be utilised across the curriculum, including in RE. You can find out more about this model [here](#).



2. Dual Coding

Dual coding recognises the powerful impact of using visual models to help pupils build a wider conceptual framework of understanding across the curriculum. In particular, it is useful in helping pupils recognise connections between key concepts. You can find out more about this [here](#).



Using Knowledge Organisers in RE

In the context of the most recent thinking on knowledge-rich, sequential curriculum design, it is important that teachers are clear about what knowledge they are teaching in any given curriculum area. This knowledge should be 'powerful knowledge' in the context of that curriculum area, not simply knowledge that they feel pupils will find relevant or interesting. It should be carefully sequenced throughout the phases so that each stage of learning builds on the previous stage and unlocks the next stage.

A knowledge organiser is a document (preferably a single page) that sets out the 'powerful knowledge' for a given topic of study. Knowledge organisers can be used across the curriculum, although they may look slightly different for different curriculum areas. Further guidance on producing and using knowledge organisers in RE can be found on our website [here](#). This document includes several exemplars relating to the Lincolnshire locally agreed syllabus.

Principles for Designing Knowledge Organisers

Principle 1: KOs should be written to be pupil-friendly documents.

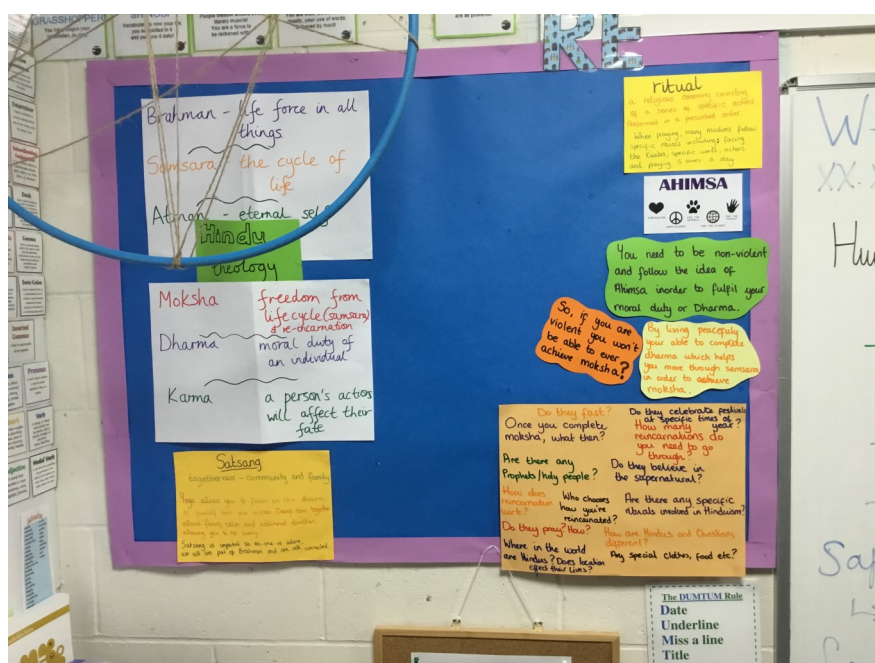
Principle 2: KOs must focus on the 'powerful knowledge' for that topic of study.

Principle 3: KOs should show relationships between ideas not just a list of facts.

Principle 4: KOs should be documents that can be used in the classroom as part of teaching and learning.

Using a Working Wall in RE

Emely Keane from Welton St Mary's Church of England Primary Academy has recently been trialling a working wall for RE with her class. Pupils have found it a useful way of getting a visual overview of their learning, recognising how different parts of their learning connect and asking questions to deepen their thinking in RE. If you have been using a working wall in RE, please share your thoughts on its impact!



Farmington Scholarships

Applications are now open for the 2020/21 Farmington Scholarships. This is a fantastic opportunity for teachers to pursue their own professional development. The scholarship provides thirty days' paid cover for teachers to carry out research into RE.

Recent Farmington Scholars in this region have carried out research into reciprocal reading in RE, teacher confidence in planning and delivering RE lessons and the impact of school values on the RE curriculum.

To find out more about this opportunity, please see [here](#). The Diocesan RE Adviser would be very happy to have a conversation with any teacher interested in pursuing a Farmington Scholarship. The deadline for applications is 26th January 2020.

Farmington Institute

Harris Manchester College, Oxford

Opportunities from the Holocaust Educational Trust

In light of increasing levels of recorded incidents of religious hatred, it is more important than ever that RE helps our children and young people develop confident religious literacy.

The Holocaust Education Trust (HET) has a long history of supporting teachers to teach the universal lessons of the Holocaust and its contemporary relevance. They are again offering opportunities for sixth-form students to engage in their 'Lessons from Auschwitz' programme. This four-part course includes two seminars and a one-day visit to Auschwitz-Birkenau. Due to Government support, the HET is able to offer this training programme at a cost of just £59 per person (including flights to and from Poland). There are also travel subsidies available for schools for whom travel to and from seminar venues/airports will be a barrier to participation.

To find out more about this opportunity and for more information about the work of the HET, please see [here](#).



Exploring Sacred Spaces in RE

Pupils at **Bishop King Church of England Primary School** recently took part in an exploration of sacred spaces on the theme of 'peace'. RE subject leader, **Nicki Knapp**, worked with colleagues to set up a series of interactive spaces that helped pupils deepen their understanding of Christian beliefs about peace and peaceful action. One Year 3 pupil commented that they had learned that, "When the disciples were scared, Jesus helped them to find peace". Another pupil in Year 3 stated that, "I felt peaceful when I was colouring. I was thinking about my day and felt calm. I didn't need to worry about anything."



Exploring how people express beliefs through creative RE

Pupils from schools in North East Lincolnshire were recently invited to explore Christian beliefs about the natural world and to find out more about the different ways in which Christians express their beliefs. RE subject leader, **Anna Crosby**, writes:

“Between the 4th and 7th July, Barton Trinity Methodist Church celebrated its annual Flower Festival along the theme of 'All Things Bright and Musical.' Year 5 and 6 pupils from local schools including **John Harrison, Barton St. Peter's and Wootton St. Andrew's CE Primary Schools**, together with **Castledyke and Bowmandale Primary Schools**, came for a two-hour activity session focused on the Flower Festival theme.

Prior to coming, each school had chosen a song on which to base their individual activities, devised by the festival helpers. They also worked on activities collectively which were displayed throughout the church building including the Sanctuary.

Before beginning work the children were given time to look at all the other displays, hopefully developing an appreciation of the variety and beauty not only of the flowers, but also of the interpretations of other people. Before leaving, each school's individual work was carefully placed, so they could see it within the whole array of arrangements and reflect.

Over the weekend, many children brought their families to view the festival and they were all very proud of their achievements. The close of each school session ended in the Sanctuary with the children singing “All Things Bright and Musical” to the organ. A wonderful opportunity for all!”



Church Schools' Festival: North East Lincolnshire

Church schools from across North East Lincolnshire recently came together to share their learning at Grimsby Minster. RE subject leader, **Laura McCoid**, writes:

“The theme for the day was ‘teamwork’. Activities helped pupils explore stories from the Gospels to learn more about Christian beliefs about teamwork and community.

The art activity consisted of children each decorating a piece of card. It wasn't until the children took their card to the front of the Minster and we began to lay them down on the ground in the shape of a cross that they saw how effective it was and what could be achieved when working together. We made five crosses, one for each school in attendance and the pieces of card were taken back to school to be displayed. Each school has a mixture of pieces of card from the pupils at all the schools there on the day.

Each year children and staff in attendance remark on what a fun day it is, and this year was much the same! A fantastic day and a great way to end the term and year.”



RE Support and Training—Spring 2019

Please contact Patricia Dixon at patricia.dixon@lincoln.anglican.org for more information or to book.

Date	Course	Description	Venue
23rd January 2020 12th February 2020 24th March 2020 1.30pm—2.30pm	RE Cluster Meetings	These are an opportunity to get to know other RE teachers/subject leaders, to share good practice and find out about new resources and local/national updates. These meetings are open to all and free to attend. They are affiliated with NATRE.	Spalding Parish Primary Barton St Peter's Primary Diocesan Education Centre
3rd March 2020 1pm—4pm (drop-in session)	RE Surgery	This drop-in session is open to all RE teachers and subject leaders from Early Years to KS5. It provides an opportunity to ask questions about RE curriculum, assessment, pedagogy, resources, and so on. It is free to attend. Please let us know that you will be coming in order to book a time slot.	John Harrison CE Primary, Barrow upon Humber
6th February 2020 9.45am—3pm	Teaching Islam	This course provides RE teachers and subject leaders with the subject knowledge they need to feel confident teaching Islam at KS1—KS3.	Diocesan Education Centre 103 Newport Lincoln LN1 3EE
11th March 2020 9.45am—3pm	Assessment in RE	This course provides RE teachers and subject leaders with practical guidance on how to assess pupil progress and attainment in RE.	The Showroom Tritton Road Lincoln LN6 7QY

In addition to these central courses, the Diocesan RE Adviser is able to deliver the following 'off-the-peg' sessions at a time and venue of your choice:

- Understanding Christianity
- RE Subject Knowledge Enhancement (*Teaching Islam, Teaching Hinduism, Teaching World Religions and Worldviews*, etc.)
- RE in Church Schools
- RE Curriculum Design
- Assessing RE
- Preparing for the RE Quality Mark

She is also happy to provide bespoke training and support for your context. Please email her at gillian.georgiou@lincoln.anglican.org for further information.

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