

THE RELIGIOUS EDUCATION QUALITY MARK:

*celebrating outstanding practice
in the study of religion and worldviews*

Award criteria for September 2020

Strand 1 Learning

BRONZE	SILVER	GOLD
1. Learners are given opportunities to respond to and to ask deep questions, and/or explore big ideas, and are beginning to shape their knowledge and understanding about religious and non-religious worldviews through enquiry and discussion	1. Learners respond to deep questions and/or big ideas thoughtfully, demonstrating a willingness to go more deeply into their knowledge and understanding of religious and non-religious worldviews	1. Learners demonstrate the breadth and depth of their knowledge and understanding, recognising the influence that religious and non-religious worldviews have had on human development and cultures
2. Learners connect their knowledge and understanding with other curriculum areas and the local community	2. Learners connect their knowledge and understanding with national issues or current events	2. Learners link their knowledge and understanding with ethical and philosophical questions, current global issues and events
3. Learners use opportunities to explore religious and non-religious worldviews through a variety of creative sources, expression and media	3. Learners have opportunities to explore and analyse religious and non-religious worldviews, including their own, through a variety of sources and media	3. Learners express their knowledge and understanding about religious and non-religious worldviews, including their own, through a variety of media and forms of communication
4. Learners have opportunities for spiritual, moral, social and cultural development through first-hand experience including people and places from a variety of religious and non-religious worldviews	4. Learners show their spiritual, moral, social and cultural (SMSC) development through their awareness of dialogue within and across religious and non-religious worldviews	4. Learners show spiritual, moral, social and cultural (SMSC) development through their positive engagement in dialogue about diversity, within and across religious and non-religious worldviews
5. Learners make good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed, and outcomes show that learners make very good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed and outcomes for some groups and individuals are exceptional in relation to their age, ability and prior learning
6. Learners discuss next steps in their learning with each other and with their teacher	6. Learners show evidence of independent enquiry and associated learning, within or outside school	6. Learners are beginning to co-design their own learning in order to promote their progress and achievement
7. Learners are sharing what they have discovered within the class and are confident in giving and receiving feedback to each other	7. Learners are sharing what they have discovered within the wider school community	7. Learners celebrate and share what they have discovered within the wider education community

Strand 2 Teaching

BRONZE	SILVER	GOLD
1. Teachers have secure subject knowledge in the relevant areas of the taught curriculum	1. Teachers have effective subject knowledge across the whole subject curriculum	1. Teachers have high expectations of learners and the subject leader demonstrates exceptional subject knowledge
2. Teachers' planning builds on learners' prior knowledge and promotes deeper learning in the subject	2. Teachers' planning builds on learners' prior knowledge and enables most learners to deepen their understanding of religious and non-religious worldviews	2. Teachers build their planning on learners' prior knowledge and this enables all learners to deepen their understanding of religious and non-religious worldviews
3. The quality of teaching in most lessons is recognised as effective	3. The quality of teaching in most lessons is recognised as highly effective	3. The quality of teaching overall is recognised as exceptional
4. Different teaching strategies that promote an appropriate depth of learning are piloted and reviewed by all staff	4. Research based teaching strategies promoting an appropriate depth of learning and intellectual curiosity about learning are employed by most teachers	4. Research based teaching strategies securing an appropriate depth of learning are used by teachers to secure intellectual curiosity and scholarship
5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data is well managed to track group and individual progress, and to promote future achievement for all	5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data to track group and individual progress, and secure appropriate achievement for specific groups and individuals	5. Teachers use agreed criteria in planning and assessment data is well managed to track group and individual progress, and to secure exceptional achievement for specific groups and individuals
6. Teachers create appropriate respectful environments where most learners feel confident to agree, or agree to disagree	6. Teachers create respectful environments where all learners feel confident to agree, or agree to disagree	6. Teachers and learners create appropriate respectful environments where a range of controversial issues and topics are discussed and critiqued
7. Teachers plan learning that promotes high-level thinking	7. Teachers plan learning that secures high-level thinking and an appropriate depth of understanding	7. Teachers' planning secures high-level thinking and a secure depth of understanding

Strand 3 Curriculum

BRONZE	SILVER	GOLD
1. The curriculum and school plans fulfil the appropriate syllabus requirements for all groups of learners	1. The curriculum encompasses relevant topics and appropriate material beyond the required syllabus in order to respond to most learners' needs and enquiries	1. The curriculum is innovative and creative leading to full engagement of all groups of learners across all the age and ability ranges
2. The curriculum makes a coherent contribution to the wider school curriculum through creative planning linked to other areas of knowledge and understanding	2. The curriculum makes a significant contribution to the wider school curriculum and has a visibly high profile	2. The curriculum is understood and appreciated across the school and within the wider school community
3. The curriculum is broad and balanced and provides engaging opportunities and this supports learners' spiritual, moral, social and cultural development	3. The curriculum includes opportunities to respond to issues specifically connected with religious and non-religious worldviews in the local community and this supports learners' spiritual, moral, social, and cultural development	3. The curriculum includes space for responses to national and global issues connected with religious and non-religious worldviews and this supports pupils' spiritual, moral social and cultural development
4. The curriculum's aims and intentions are clearly communicated to all teachers of the subject	4. Curriculum outcomes and impact are shared with the wider school community	4. Curriculum outcomes and impact are shared with other schools and local networks/organisations
5. The curriculum uses a range of appropriate materials clearly identified and intended to develop knowledge and conceptual understanding of religious and non-religious worldviews	5. The curriculum is implemented in flexible but clearly identified ways to secure most learners' knowledge and conceptual understanding	5. The curriculum has a discernible, beneficial and lasting impact on the knowledge and understanding of all groups of learners
6. The curriculum is implemented to promote among teachers and learners an understanding of diversity in religious and non-religious world views	6. The curriculum promotes an accurate understanding of diversity within individual religions and non-religious worldviews	6. The curriculum promotes an understanding of the complexities of religious and non-religious identities
7. The curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values	7. The curriculum helps teachers and learners to recognise stereotypes of religious and non-religious people and to challenge discrimination	7. The curriculum is innovative in its approaches to inclusivity and diversity and is effective in its impact

Strand 4 Leadership

BRONZE	SILVER	GOLD
1. The subject has an effective leader who has a clear intention and rationale for curriculum design, teaching, and learning, and communicates this to other subject teachers	1. The subject leader demonstrates a clear, coherent, and developed intention for the learning and teaching that is fully integrated into all aspects of the curriculum design	1. The subject leader demonstrates a deep and robust intention for learning, teaching that flows throughout the planning and implementation of the curriculum design
2. The subject has robust self-evaluation and development planning that is informed by whole school priorities, the appropriate syllabus and the views of learners	2. The subject makes contributions to wider development priorities within the school's agenda and planning	2. The subject's professional leadership has led whole school improvement and development
3. The subject is well resourced in relation to other comparable subjects in the curriculum	3. Staff and pupils recognise the quality of the subject's resources and use them effectively	3. The subject leader is embedding high quality systems to ensure sustainability and succession planning for the subject and senior leaders ensure appropriate CPD for all relevant staff
4. All relevant school policies connected with the subject are articulated clearly and in place	4. All relevant school policies connected with the subject are regularly reviewed, accessed and implemented by all staff	4. Senior leaders and governors engage in innovation and creative plans for the future development of the subject in the light of national conversations
5. The work of the subject leader shows a commitment to inform themselves of practice outside their own context, and this is recognised by the senior leaders and governors.	5. The subject leader is supported by senior leaders and governors in relevant and up to date continuing professional development, participates in relevant local organisations and professional development networks	5. Governors and senior leaders ensure that the subject is secure, and has a high profile in school and in the wider school and local community
6. The subject leader recognises the contribution the subject makes to learners' spiritual, moral, social and cultural development and to other aspects of the school's development plan/priorities	6. The subject leader ensures that the subject's contribution to the school's wider priorities is monitored and reviewed	6. The subject leader provides highly effective approaches to whole staff development to support school priorities and to assist other schools locally, nationally and/or internationally
7. The subject leader knows about the standards of teaching and learning across the school and uses appropriate and agreed methods of the monitoring	7. The subject leader's monitoring is supported through the clear identification of individual and group professional development needs among the staff	7. The impact of monitoring and overall leadership is a confident and well qualified teaching team
8. Commitment to inform themselves of practice outside their own context	8. Commitment to connect with other RE professionals	8. Commitment to support local and/or regional groups