**Self-evaluation document:**

**Strand 7: The effectiveness of Religious Education**

**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? (VA only)

**How effective the school is in ensuring that Religious Education expresses the school’s Christian vision.**

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |

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?**

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |

**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?**

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |

**iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?**

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |

**c) How effective is RE teaching and learning in the school? (VA only)**

|  |  |  |
| --- | --- | --- |
| **Action taken/evidence** | **Impact** | **Next steps** |
|  |  |  |