

DFE Teacher standards 2013: An RE exemplification

This RE exemplification is designed as a support tool to help individuals interpret the DfE standards in relation to RE. It is in no sense statutory but is intended as guidance for self audit or professional development. It has been produced jointly by NATRE and the REC.

Section 1

	Teacher standards	RE exemplification
Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> ensure that adults and pupils are aware that it is their role to explore and evaluate beliefs and the impact they may have on those who hold them. but not to pass judgement on the validity of an individual's beliefs (unless views expressed are offensive or disrespectful to others) ensure RE classrooms provide both safe and challenging spaces, in which pupils' religions and beliefs are respected, whilst at the same time offering opportunity for rigorous critical enquiry demonstrate awareness that pupils may often have the ability to achieve above the level they achieve in other subjects if they are allowed to express their insight and understanding in a variety of ways (e.g. creatively and orally as well as in writing). give pupils opportunities to explore complex concepts and questions. be aware of own assumptions and beliefs, including that no one is 'neutral' or entirely objective when it comes to such matters. demonstrate appropriate openness about own beliefs and opinions, exercising professional judgement (informed by principles in the RE Council Code of Conduct for Teachers of RE) as to when this is appropriate and when it is not
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> demonstrate understanding of school tracking systems, using data to plan individualised support for pupils and aiming for them to make good or outstanding progress within each stage. plan work that takes account of pupils' prior knowledge (e.g. their home religious/belief background) so that all make good progress, whatever their individual starting point, and understand next steps for improvement develop pupils as active learners using AfL techniques so they take ownership of their own progress. ensure pupils understand the relevance of RE in the wider community, the world of work and their personal development. <p>See also RE Quality Mark Section A 'Learners and Learning'</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 	<ul style="list-style-type: none"> • have a clear sense of the purpose of RE and how this relates to pedagogical approaches • develop a plan for own professional development which takes account of own starting point in relation to subject knowledge and the steps by which expertise is broadened and deepened • demonstrate awareness of changes and new developments in RE by accessing authoritative online resources such as RE:ONLINE, the NATRE/RE Today websites and the REC PD Portal • demonstrate awareness of recent research (e.g. by reading British Journal of Religious Education, Journal of Beliefs and Values, RE Today and/or attending conferences linking research and classroom practice) • where appropriate develop links with a local HEI or ITE institute (e.g. to engage in RE action research projects) • share with pupils correct versions of RE specific vocabulary, including that there is sometimes more than one spelling of key vocabulary. <p>See also REQM Section B: Teachers and Teaching</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<ul style="list-style-type: none"> • recognise that employing a range of teaching approaches is more likely to engage students than a single approach. • plan work that allows pupils to challenge and reflect on ideas using thinking skills and enquiry strategies and challenging questioning (all examples of the wide range of strategies that are particularly valuable in RE) • ensure that the structure of lessons is not over complicated and is structured to maximise pupil progress • teach RE that engages and pupils consider of relevance to the world they live in and make use of local, national and international events, including those raising ethical and philosophical issues, to help pupils understand the relevance of their learning • set homework tasks that link work in RE to the real world e.g. by using surveys and interviews • show awareness of role Learning Outside the Classroom can play in pupils' learning in RE e.g. by organising visits to places of religious or spiritual significance and by ensuring the curriculum includes encounters (whether electronic or face to face) with visitors from different religions and worldviews • make good use of assessment for learning to establish how effective learning has been, and be prepared to adapt planning in response • use pupil surveys as a source of evidence for assessing the impact of lessons, alongside other evidence of pupil achievement • co-operate with colleagues in developing resources and planning, drawing on the best ideas in the school • demonstrate awareness of examples of good practice locally and nationally and apply them in regular curriculum reviews. Ensure that appropriate opportunities for links with other subjects are taken up (e.g. Spirited Arts project linking RE with work in art or music, WW1 poetry being studied in English linked with learning about concepts of 'a just war' in RE) • when creating a curriculum or pupil resources regularly check that they are up to date, accurate and reflect diversity, including. reference to information offered by religion and worldview communities. <p>See also REQM Section B: Teachers and Teaching</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<ul style="list-style-type: none"> • use questioning and other teaching and learning strategies appropriately to understand what pupils already know and to move on the learning of all individuals in class • demonstrate awareness of how good RE links to the spiritual, moral, social and cultural development of the pupil and to other aspects of the school curriculum. • be sensitive when asking a pupil to talk about their own religious practice. Be aware which pupils feel comfortable to share aspects of their own belief and practice. Ensure the class is aware that this is one example and that other people from this religion or worldview may believe something different or practise differently. • present opportunities for pupils to engage their interest in religious, ethical or philosophical issues by signposting extra curricular opportunities such as philosophy clubs, Youth SACREs, pupil RE Conferences <p>See also REQM Section B: Teachers and Teaching and Section C: Curriculum</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> • Demonstrate awareness of any changes in best practice in assessment • use supportive materials such as exemplification of standards materials • recognise that some elements in RE are not assessable, such as the personal character development of pupils or their religious beliefs • develop pupils as active learners so assessment is a developmental part of their ongoing progress, for example, peer marking, self marking, competitions linked to RE success criteria, time given for reflection and target-setting. • have a clear understanding of the difference between assessment for learning and assessment for accountability, and demonstrate the use of these in planning and teaching • recognise that progress in RE is not likely to be linear, so ensure that the curriculum offers opportunities to re-visit and deepen understanding of core concepts; assessment should show a deepening of understanding <p>See also REQM Section A: Learners and Learning</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<ul style="list-style-type: none"> • follow the principles of the REC's Code of Practice: <ol style="list-style-type: none"> 1. Respect persons 2. Value reason-giving 3. Practise reciprocity 4. Accept contestability and value self-awareness 5. Be open 6. Promote fair and accurate representation 7. Model-life-long learning 8. Promote balance • identify the Golden Rule (treat others as you would want to be treated) as a core moral precept across religions and beliefs, as well as in the classroom • connect and compare values of the classroom with values and virtues of religions and worldviews, to explore the wisdom learnt from centuries of human experience • create displays that stimulate pupils' interest in religions and worldviews and that support their learning <p>See also REQM Section B: Teachers and Teaching</p>

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
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- be proactive in ensuring RE provides a focus for or leads on some whole school learning such as a diversity day.
- offer professional development in school, for example, circle time, running effective discussions, coping with controversy in the classroom, addressing painful subjects in the classroom.
- work effectively with support staff and colleagues without RE expertise to enable them to make effective contributions to pupils' progress
- engage in professional development including professional association membership, participation in teacher networks (electronic and/or face to face), in SACRE and Agreed Syllabus Conference opportunities where relevant, and through links with local communities of religion and belief
- take opportunities to support parents to understand the aims and purpose of RE and what their child will be learning.

Beyond the school

- support local schools by hosting networks, bringing teachers together, linking primary, secondary and special schools to share excellent practice

See also REQM Section B:Teachers and Teaching, Section D: Subject Leadership and Section E:Continuing Professional Development