

Church of England Schools Peterborough Diocese



RE Newsletter

March 2025

INTRODUCTION

It hardly seems believable that we are halfway through the school year.

We enter the second Spring Term after Autumn and Spring 1 Terms that seem to have been busier than ever. SIAMS and Ofsted have been busy visiting our schools. Diocesan School advisers have been out and about offering help, support, and assistance. I have been in many schools, seeing some very good practice and learning as much as I teach others.

Our RE network meetings have been a good opportunity to work together. There are reports on the two meetings that have taken place so that you can see what you missed. There is one more meeting in the Summer Term so you've got plenty of time to [sign up](#). We will be looking at how we can ensure our teaching on Christianity represents it as the Global Faith it is, through resources provided both by the [Christian Aid](#) charity and the [National Society for Education](#).

I expect that this term will be just as busy as last. Although Lent encourages us to slow down and reflect, that can be a challenge in the fast pace of school life.

Many religious festivals acknowledge the passage of time, but how do we ensure we are not simply rushing through life, the curriculum, and the seasons? More importantly, how do we give our pupils the space to truly engage with their learning and allow it to shape them? This is, without a doubt, a cornerstone of great teaching.

Take a moment to explore the [training opportunities available](#), and make sure to invest in your own growth and development. If you need bespoke training, feel free to reach out—especially if you want to book a visit from me in one of your training days next academic year.

Wishing you a fantastic term ahead—I look forward to hearing from you.



Ziggy Brown

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CONTENTS

INTRODUCTION.....	1
UPCOMING DIOCESAN TRAINING THIS TERM.....	3
NATIONAL TRAINING OPPORTUNITIES AND UPDATES	3
RE HUBS – A GROWING RESOURCE FOR ALL THINGS	3
SIAMS RE UPDATE	4
SPIRITED ARTS COMPETITION 2025	5
REPORTS FROM THE PRIMARY RE NETWORK MEETINGS	5
BALANCED RE	5
PRACTICAL IDEAS IN WAYS OF KNOWING	6
INSPIRATION FROM PRIMARY SCHOOLS	7
INSPIRATION FROM SECONDARY SCHOOLS	11
RESOURCES.....	13
JO ELIJAH – TEACHER OF JUDAISM	13
SPRING DANCE COMPANY	14
GOD’S PLANET	14
GOD AND THE BIG BANG.....	14
ARCHBISHOP’S YOUNG LEADERS AWARD	14
RAMADAN BBC RESOURCES.....	15
WALK THROUGH THE BIBLE	15
SECONDARY.....	15
GCSE ISLAM SUPPORT	15
LIVING IN HARMONY – WOLFE INSTITUTE	16
UK JEWISH FILM	16
THE RAMAYANA RETOLD: RE-EVALUATING SITA	16
TRUETUBE VIDEOS.....	16
MONITORING RESOURCES.....	17
PUPIL VOICE TEMPLATE.....	18
STAFF VOICE QUESTIONNAIRE	19
GOVERNOR RE MONITORING	20
RE WORK SCRUTINY.....	22
RE CPD FEEDBACK SHEET	24

DIOCESAN TRAINING THIS TERM



All RE training events and booking links for this term can be found below by clicking on each training listed below. All events are free with your Gold SLA. For details, check the full document on our [website](#).

New to Leading RE Thursday 20 March 2025 9.30am - 3.30pm Hayfield Cross NN15 5FJ	A training programme for those that are new to the role of Primary RE Subject Lead. We will look at the role of the RE Lead and ways to help you plan for high quality RE in your school.
Understanding Christianity Day 3 Tuesday 6 May 2025 9.30am - 3.30pm Hayfield Cross NN15 5FJ	Day 3 of the full 3-day training package for RE Subject Leads new to the Understanding Christianity resource. It is essential that participants attend all three days of this training.
Talk and Conversation – Immersive Learning in RE Wednesday 21 May 2025 9.30am - 11.45am via Zoom	Children love to talk and what they say contains nuggets of deep and meaningful thinking. This session will give you the tools to harness this inherent desire to talk and help you use this to immerse children in developing personal knowledge and exploring the fundamentals of religious belief.
Primary RE Network Meeting Tuesday 3 June 2025 4.15pm - 5.30pm via Zoom	This network is for all who lead RE in primary schools. Join us for updates on national and local RE issues, opportunities to share good practice across schools and to hear from experts in the field of RE. The content of the meeting will be different each time.

NATIONAL TRAINING OPPORTUNITIES AND UPDATES

RE HUBS – A GROWING RESOURCE FOR ALL THINGS RE

This [new website](#) aims to be the go-to hub for all things RE. Here, you can explore local groups, national courses and events, places of interest, school speakers, resources, and news. Each section is organised by area, but thanks to the digital tools we embraced during the pandemic, location is less of a barrier than before. Many school speakers are happy to join via Zoom (or other platforms), and some sites offer interactive virtual tours. So, if you do not find what you need locally, it is worth looking further afield. If you know valuable contacts who support schools, encourage them to complete the available training and register on the website.



The [Upskill](#) section provides links to training resources, podcasts, funding opportunities, grants, and research programs.

RE SIAMS UPDATE – KEY CONSIDERATIONS

Last term saw a busy period of SIAMS inspections, leading to a renewed focus on RE quality. Key areas for development include:

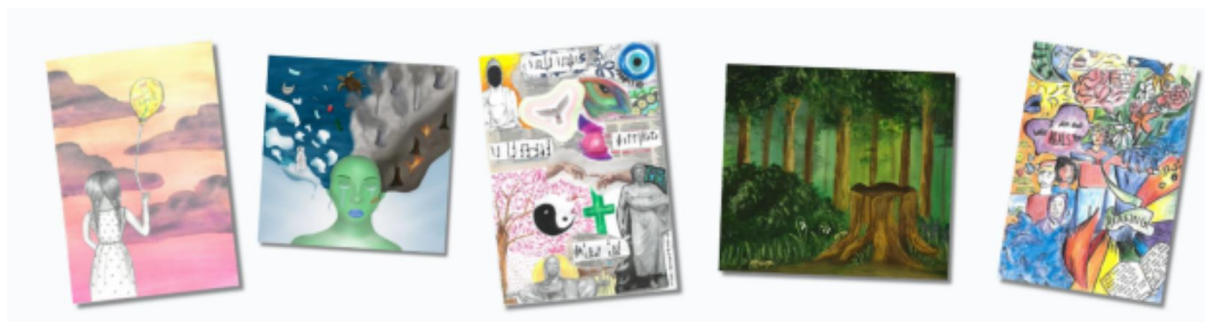
- **Curriculum breadth and coherence**
- **Diverse religious and non-religious worldviews**
- **Christianity as a global faith**
- **Effective RE monitoring by leaders and governors**

Questions to Reflect on Your RE Provision

1. **Does your RE meet the Church of England's Statement of Entitlement?**
 - It promotes dignity and respect for all
 - It presents Christianity as a living, diverse faith
 - It explores a broad range of worldviews
 - It aligns with the school's Christian vision
 - It supports pupil and staff flourishing
 - It recognizes theological, philosophical, and social science approaches
2. **Does the curriculum meet legal requirements?**
 - VC schools: Follow the Locally Agreed Syllabus
 - VA/former VA schools: Follow trust deed/funding agreements
 - The Agreed Syllabus is a foundation—schools shape delivery
3. **Is Christianity presented as a global and diverse faith?**
 - Avoid stereotypes of Christianity as solely Western
 - Represent diverse traditions, cultures, and perspectives
4. **Is there sufficient focus on world religions?**
 - Christianity should be at least 50% of the curriculum
 - Teach world religions systematically and inclusively
5. **Are diverse non-religious worldviews included?**
 - Explicitly teach non-religious perspectives beyond Humanism
 - Encourage multiple viewpoints
6. **Are pupils making meaningful connections?**
 - Ensure a structured learning journey with clear themes
 - Adapt purchased schemes to your school's context
7. **How is RE monitored and evaluated?**
 - Embed RE in ongoing school evaluation
 - Gather and use feedback to inform action plans
 - VA school governing boards must approve the curriculum

For tailored support, contact me at ziggy.brown@peterborough-diocese.org.uk or your diocesan school adviser.

SPIRITED ARTS COMPETITION



Join hundreds of schools worldwide participating in this year's **NATRE Spirited Arts competition**. Entries are welcome in almost any art form. This year's themes are:

1. Living in a diverse world
2. Stories that change lives
3. Thinking about God?
4. Sacred Places
5. All God's Creatures?
6. Making sense of life

Equality Dream Catcher



Light a fire and use Racism as the fuel



No to racism Yes to respect - poem



REPORTS FROM THE PRIMARY RE NETWORK MEETINGS

NOVEMBER 24

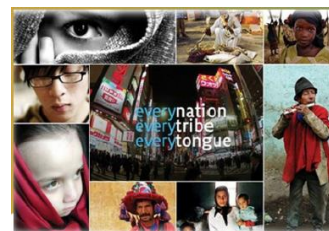


Balanced RE

Balanced RE is an approach to religious education that ensures a well-rounded and meaningful learning experience by integrating three key disciplines: Theology, Philosophy, and Social Sciences. This framework helps students engage with religious and non-religious worldviews in a way that is both academically rigorous and personally relevant. Theology explores beliefs and sacred texts, Philosophy encourages critical thinking and reflection on life's big questions, and Social Sciences examine the impact of religion on individuals and society. By balancing these disciplines, students develop a deeper understanding of different traditions, appreciate diverse perspectives, and cultivate skills for respectful dialogue in a multicultural world.

Christianity as a Global World Faith

This new resource complements *Understanding Christianity* by challenging a Eurocentric view of Christianity and celebrating its diverse expressions. Rooted in the African philosophy of *ubuntu*—which emphasises interconnectedness and shared humanity—it has been praised for deepening pupils' understanding and fostering courageous advocacy. Both primary and secondary schools have seen its positive impact in promoting a more inclusive and globally aware perspective on Christianity.



FEBRUARY 25

Practical ideas in ways of knowing

We discussed using visual representations such as icons or characters to personify a theologian, social scientist, or philosopher, making these perspectives more accessible. A key focus was not only on recognising these approaches but also on understanding the tools needed to study them—whether through reading texts, conducting interviews, analysing photos and data, exploring stories, or asking critical questions.



Ask-it-all Ava
Interviewer /
Empathiser



Debate-it-all Derek
Philosopher / Critic



Have-a-go Hugo
Participator /
Experienter



See-the-story Suzie
Narrator / Interpreter

(Picture from RE Online – [click for the link](#))

One example we explored was **a theologian's approach to biblical text** using a three-step reading process. The first reading focuses on identifying key figures and events while clarifying unfamiliar language. The second encourages questioning, making connections, and considering different responses. The third deepens understanding by exploring the narrative's truth, historical context, intended audience, and ongoing impact. This structured method helps children engage with religious texts in a thoughtful, reflective way, developing their analytical and interpretive skills.

Another example we shared as **social scientists** involved using photographs, maps, and data to illuminate the concept of religious majority and minority. By examining visual and statistical representations, children can explore the diverse experiences of being a Hindu in different contexts. For instance, the data highlights the contrasts between the experiences of Hindus in the UK and those in India, while also drawing attention to the differences between a cosmopolitan environment like Leicester and a more rural setting. This approach not only provides a tangible way for children to grasp how cultural and geographical contexts shape religious identities, but it also encourages them to think critically about the interplay between location and lived experience.



The philosopher's approach was explored through the story of [Rais Bhuiyan](#), a Muslim man who, in the wake of 9/11, was shot by an extremist, Mark Stroman, simply for his faith. After surviving the attack and later undertaking Hajj, Rais felt called by Allah to let go of his anger and forgive Mark. Not only did he personally forgive him, but he also led a campaign to overturn Mark's death sentence. Though ultimately unsuccessful—Mark was executed by the state of Texas—Rais's actions sparked an important movement advocating for education and understanding, helping many to see Mark's crime as one of ignorance rather than pure malice. In our discussion, we considered deep philosophical questions such as: Why did Rais choose forgiveness? What do Islamic teachings say about reconciliation? Could Mark Stroman, having had a change of heart, have gone to heaven? We also reflected on the relevance of forgiveness in the UK today and what makes it so difficult. Looking at pupil responses to these questions, we saw how engaging with real-life ethical dilemmas encourages critical thinking and helps children wrestle with profound moral and philosophical issues.



We concluded by exploring diverse ways to engage children with art, recognising its power in deepening their understanding of religious and philosophical concepts.

There were many resources ready to use shared in both meetings. Book [here](#) to attend the next Primary RE Network meeting and access resources.

INSPIRATION FROM PRIMARY SCHOOLS

Festival of Lights – KS2 RE Day at St Mary's Church of England VA Primary Academy – December 24



KS2 children at St Mary's Primary, Kettering, recently stepped away from their usual timetable to take part in a special **Festival of Lights** RE day. The event focused on the significance of light across different religious traditions, offering hands-on activities and engaging storytelling to bring learning to life.



In the **Christianity** workshop, pupils explored the theme of **Jesus as the Light of the World**, reflecting on key Bible passages such as Isaiah 9:2 and John 8:12. Through creative activities, they designed their own **stained-glass windows** and used **chalk pastels** to illustrate Bible verses about light. A particularly inspiring moment came when children admired a previous Christmas card competition entry by John Taylor (aged nine, from Langham CE Primary School), which beautifully captured the theme of light.

The **Islam** workshop invited pupils to explore the role of light in **Ramadan and Eid** celebrations. They created intricate **mosaics** and **lanterns**, inspired by the stunning patterns often found in Islamic art.

In the **Judaism** session, children learned about the **story of Chanukah**, engaging in a retelling of the miracle of the oil. They also designed and decorated their own **menorahs**, deepening their understanding of this important festival.

One of the highlights of the day took place in the school hall, where visitors from [Hinduism Education Services](#) brought a dazzling array of **saris, headscarves, bangles, and props** to help children experience **Diwali, the Hindu festival of lights**. Pupils had the chance to immerse themselves in the traditions of Diwali, discovering the joy and symbolism behind this vibrant celebration.

The **Festival of Lights** was a fantastic opportunity for children to see how different faiths use light as a symbol of **hope, guidance, and celebration**. Through creativity and storytelling, pupils gained a deeper appreciation of the common theme of light that unites different religious traditions. The day was a shining success, leaving both children and teachers inspired!



Vision project at Stanion Church of England (VA) Primary School



Stanion Church of England Primary School has undertaken a creative project to bring its vision—Love, Inspire, Flourish, Embrace (LIFE)—to life. The project began with a school-wide initiative inviting families to reflect on what they love in their lives, leading to a collaborative book of responses. Working with the Ethos Committee and Church Council, each class focused on one of the core values: Reception explored LOVE by creating hearts filled with things they cherish, inspired by

the story of the Good Samaritan. Year 1 and 2 focused on INSPIRE, discussing acts of kindness and creating 'bucket-fillers' to represent positive words and actions. Year 3 and 4 explored FLOURISH, creating a 'Flourishing Tree' to showcase personal growth. Year 5 and 6 embraced their faith through Salvadoran-style crosses, illustrating the things they value in life and their hopes for the future.

The project culminated in a shared display, with a central dove symbolising peace and reflection, reinforcing the school's Christian vision. The display has had a profound impact, providing a focal point for Collective Worship and daily school life. Children and staff reflected on the significance of their values and the importance of working together as a community. The project was praised in the school's recent SIAMS inspection, which recognised the strong Christian vision embedded in daily school life. This initiative has deepened understanding across the school, demonstrating how the vision is truly lived out in meaningful, creative ways.



Edited from Sandy Ettridge, November 2024.

Religious Education at Stanion Church of England (VA) Primary School

Stanion Church of England Primary School enjoyed a successful SIAMS in October 2024. We have also been proud to receive the Bishop's Award for Excellence, which will be presented to us later this term.

The quality of Religious Education was identified as a strength of the school:

'Pupils are enthusiastic about their learning in RE, which is reflected in their engagement and the creativity of their work. This is further enriched through well-constructed and well-



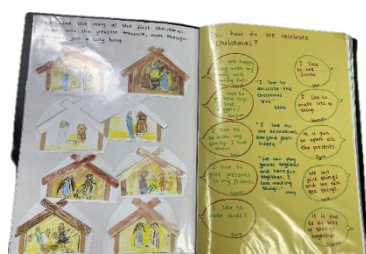
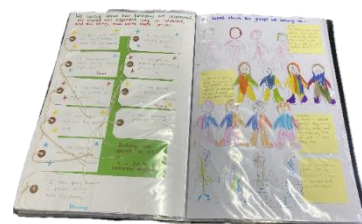
planned projects which allow pupils to think more deeply about core concepts and ideas.'



The inspector noted that, 'RE is an inspirational and engaging subject at the heart of the curriculum. It has a high profile and a high priority.' She also noted that pupils 'make excellent progress in RE,' and praised the teaching, learning and assessment within the school.

We have worked hard to deepen the quality of the RE within the school,

and we are constantly looking at ways to strengthen the curriculum offer to our pupils. All classes have weekly sessions of RE, and the quality of work in books has been shared with other schools. As well as individual RE books,

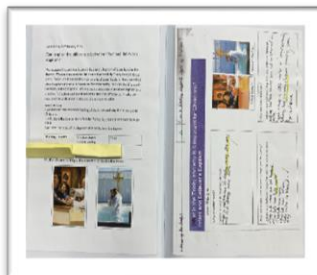


each class has a Class RE

book, which gives overall detail of each lesson, and an assessment from each session. We note the children who are judged as 'significant achievers' (achieving above or below expected outcomes). At the end of each unit, we have an assessed piece of work, and we also look at these

significant achievements when making our assessed judgements. As shared RE leads, we plan pupil chats with all children judged to be greater depth- I have put together questions that we use with children in KS1 and KS2, and these have proved useful for confirming teacher judgements. This was recognised as good practice within our SIAMS. 'RE is assessed systematically. Leaders track outcomes. They meet with pupils and teachers to look at achievement and check understanding. This enables staff to ensure their lessons meet pupils' needs. Pupils therefore make excellent progress in RE.'

The class books are a source of pride within our classrooms. In EYFS, they are also used as a celebration of our children's learning, and the inspector described this as excellent practice within EYFS. The books have been shared more widely with other schools. I have included some photographs to give a 'flavour' of the books, and we are happy to be contacted if you would like further detail of our approach.



The SIAMS

report also reflected the ways in which we have worked so hard to

deepen the RE within the school. We have shared, over many years, the creative projects that have added depth, relevance and meaning for our children. These projects have also deepened our links with our local church, and we are fortunate to have such a creative, supportive vicar to work alongside us. We also have a dedicated Ethos Governor Group, with a smaller team of governors to work specifically on linked projects, as well as an active Church Council with fifteen very enthusiastic children. Together, we are currently planning projects on prayer stations, as well as a Global Christianity project which will link to our only SIAMS development point. We will look forward to sharing these later in the academic year.



Our inspection was an incredibly positive experience that validated all our practice within school and praised the rigorous approach and the wider links as well as the curriculum depth and creativity that have led to our RE curriculum being judged as 'inspirational and engaging.' Within the report it was recognised that our pupils are nurtured, supported, and challenged to achieve their absolute best.

Sandy Ettridge, February 2025

INSPIRATION FROM SECONDARY SCHOOLS

Day of Critical Thinking with OCCA at Malcolm Arnold Academy

KS4 students at Malcolm Arnold Academy had the opportunity to engage deeply with big life questions during an inspiring day focused on apologetics. **Tom Price** (OCCA) led a fascinating session on [film and philosophy](#), exploring how filmmakers use visuals and sound to shape audience perception. He introduced key philosophical ideas, including Plato's allegory of the cave, and encouraged students to think critically about the messages in films and their relevance to real-life challenges. The session sparked interest in philosophy as a discipline, prompting students to consider how different



perspectives shape their understanding of the world. John Lennox, interviewed by Sara Stevenson, explored the relationship between science and religion, explaining that while science explains the "how," it cannot always answer the "why." Thought-provoking questions from students followed,

touching on the role of science in society, the impact of upbringing on belief, and the influence of personal experiences on worldviews.

Other speakers challenged students to think beyond emotions and circumstances when exploring faith. Aase Victoria Boe shared how her belief is rooted in evidence rather than feelings, drawing from historical and biblical sources. Sara Stevenson reinforced this idea, arguing that hope must come from something beyond the temporary nature of the world, referencing C.S. Lewis' perspective on unfulfilled desires pointing to another world. Throughout the day, students were reminded that their questions were just as important as the speakers' insights, leading to rich discussions, continued conversations with teachers, and a deeper engagement with the topics explored.



Bishop Debbie's Visit to our Diocese Secondary Schools

Bishop Debbie Sellin visited all three Church of England secondary schools in the diocese to share insights into the role of a bishop today. Speaking to Year 12 and 13 students, she provided a historical overview of the Church of England, explaining its origins, structure, and leadership. She outlined the structure of the Church of England, explaining that it is divided into forty-two dioceses, each led by a diocesan bishop and supported by assistant bishops. Bishop Debbie also



discussed her recent appointment as a Lord Spiritual in the House of Lords, reflecting on the privilege of being summoned to serve the king in contributing to national discussions while questioning whether it is fair for bishops to hold such positions. She addressed key challenges facing the Church, including safeguarding issues, the resignation of Archbishop Justin Welby, declining attendance, the historical failure to address falling numbers post-WWII, and the ongoing struggle to engage young and diverse communities.

The talk concluded with Bishop Debbie's personal journey into ministry, offering an inspiring and candid perspective on her path to leadership. She shared how she transitioned from studying French and German at university to a career in hospital management before stepping away to become a stay-at-home mother. From there, she found her calling as a family and children's worker, later training as a curate and serving as a vicar before being appointed as a bishop. Her honest reflections, including the challenges and rewards of her journey, provided students with a real and relatable insight into faith, service, and leadership within the Church of England today.



RESOURCES

School speaker: Jo Elijah introduces herself



I am a Progressive Jewish educator based in Market Harborough, the recommended Schools' Visitor for Judaism in the area, and a listed representative for the East Midlands on the National RE Hubs website. With 30+ years of experience in schools and lecturing at the University of Northampton, I bring extensive knowledge of Judaism, having taught and led synagogue religious schools and contributed to teacher training, curriculum development, and Holocaust Memorial events. My background in both Orthodox and Progressive Judaism allows me to offer a broad perspective.

I provide engaging, hands-on sessions for schools, assemblies, and educational groups on topics such as Shabbat, the Torah, Passover, Jewish beliefs, prayer, and festivals. Sessions typically last one hour and can be adapted for assemblies. Pricing varies based on location and session type, with discounts for multiple or online bookings. For enquiries, contact: joelijahs@hotmail.com.

Booking & Pricing

Pricing varies based on location, session length, and whether food is included. Example rates for Leicestershire and Northamptonshire:

- Shabbat Talk – £100
- Torah Talk – £95
- Passover Session – from £110 (depending on food requirements)
- School Assemblies – £50

Discounts available for multiple sessions and Zoom sessions.

For bookings and enquiries, contact: joelijahs@hotmail.com

Spring Dance Company (click the pictures to access the resources)



The structure and length of the workshops is tailored to the needs of the school and age of the pupils.

We can visit for a single day and teach lots of things, or for a number of days, resulting in a sharing of children's performance.

To book or for a friendly chat about our work, please call us on 07775 628 442 or email: touring@springsdancecompany.org.uk

www.springsdancecompany.org.uk

"I usually get embarrassed by dancing but then I did not want to leave."
Pupil, Seabrook Church of England Primary School

YOU ARE SPECIAL
Curriculum linked dance workshops with a focus on values

SPRINGS DANCE COMPANY

'From the first few minutes of the workshop I knew that Springs had something special about them. They just had a way of engaging every child with enthusiasm, passion and hard-work. It was faultless.'
Head Teacher, Easter Project at St Andrews School, Streatham.

Bookings and info: touring@springsdancecompany.org.uk or call 07775 628 442.

God's Planet

CLAIM YOUR SUMMER DISCOUNT WHEN YOU BOOK BEFORE 4TH APRIL

YOUR LAST CHANCE TO SEE
RISE Theatre's widely acclaimed primary school production

God's Planet
FINAL DATES AVAILABLE MAY - JULY 2025

An exciting, interactive day of performance & workshops for the whole school exploring themes around the environment, climate change, God's love for each of us & how we can care for God's AMAZING planet!

"Thank you to RISE Theatre for a terrific day that inspired the children to nurture & care for God's world as 'Planet Heroes'!"
St Francis Xavier's School, Northampton

"The impact was astounding!"
Our Lady of the Magnificat, Alcester

"A really wonderful day of fun, laughter & engaging activities all conveying a really important message"
St Anne's Catholic Primary School, Coventry

Click here to read 40+ testimonials from past schools.

COST & BOOKING
EMAIL US: admin@risetheatre.co.uk to reserve your date today!

INDIVIDUAL SCHOOL BOOKINGS
(when booked before 4th April)
only £595 per school*

ACADEMY/GROUP BOOKINGS
only £499 per school
(when 2 or more schools book together within the same academy or local area)



God and the Big Bang

EXPLORING THE INTERACTION OF SCIENCE AND FAITH

Based at the University of Durham, God and the Big Bang gives students in Year 5 to Year 13 the opportunity to discover, discuss and debate the compatibility of science and faith

The workshops equip students with the tools to form their own opinions on some of life's biggest questions, exploring curiosity, evidence and human responsibility

Enquiries and Bookings
sarah.moring@durham.ac.uk

www.gotbb.co.uk @GotBB_UK

Archbishop's Young Leaders Awards



Ramadan will be taking place from Friday 28th of February to Sunday 30th of March. Find helpful resources from the BBC [here](#).

Walk through the Bible



BRINGING THE **BIBLE** TO LIFE



Free RE CPD Days Available!

Gain a clear understanding of the Bible's storyline in just one day with engaging, interactive CPD training sessions. These full-day events (five 45-60 min sessions) focus on either the Old or New Testament—perfect for inset days and open to all school staff. Thanks to a generous donation, a limited number of these CPD days (normally £495) are available for free. Book now for this academic year or 2025-26.

Includes:

- ✓ Deep dive into either the Old or New Testament
- ✓ Comprehensive participant workbooks
- ✓ Strategies to enhance RE lessons
- ✓ Follow-up video materials for classroom use

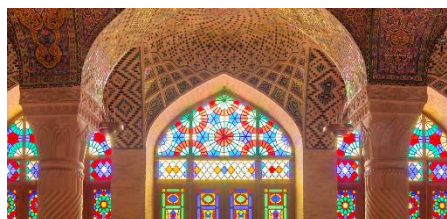
With presenters across the UK and Ireland, we can accommodate your preferred dates.

Teacher feedback:

"A thoroughly enjoyable day that helped me see the Bible's 'Big Picture' clearly." – Miss Wendy

"A very informative, creative day with an engaging presentation style." – Mrs Forstar

SECONDARY RESOURCES



RESOURCES
Islam GCSE Support Material

GCSE Islam resources

These support materials are valuable for GCSE students studying Islam and for primary school teachers looking to enhance their subject knowledge. Each section contains a wealth of information, such as the foundations of Islam, its history, core beliefs and teachings, Shari'a, the distinctions between Sunni and Shi'a, and Muslim ways of life.

Living in harmony and gender in religion

The Woolf Institute has released new KS3 teacher resources, including videos, written content, and activities to support lesson planning.

Living in Harmony explores how Jews, Muslims, and Christians have coexisted and influenced each other throughout history, focusing on Music, Architecture, and Science as points of interfaith encounter. Gender in Religious Experience provides RE teachers with video interviews, social media clips, discussion guides, and lesson plans on Marriage & Divorce, Gender & Scripture, Gender & Covering, and Gender in Religious Leadership & Space from Christian, Jewish, and Muslim perspectives.

Teachers can mix and match materials or use ready-made lessons. Woolf Institute scholars are also available for school visits.

For bookings and access, contact publicengagement@woolf.cam.ac.uk.

UK Jewish Film

At UK Jewish Film, we offer fully funded film-based changing perspectives workshops to secondary school students, covering topics around antisemitism, racism, and identity. The table below gives you a sense of what is on offer for different age groups.

Structure	We offer the above sessions for any secondary school students and alter content based on age and level
KS3	- The triangle of Jewishness: religion, culture, ethnicity - Where Jews come from, different religious and cultural Jewish groups - Film + British Jewish history overview - Films appropriate for 11-14 year-olds: no swearing, no adult themes, no violence
KS4	- The triangle of Jewishness: religion, culture, ethnicity - Where Jews come from, different religious and cultural Jewish groups - Film + UK Jewish history overview - Diaspora and connections to Israel - UK anti-fascist Jewish history - Films appropriate for 14-16 year-olds: some swearing and adult themes to highlight issues around identity and discrimination
KS5	- The triangle of Jewishness: religion, culture, ethnicity - Where Jews come from, different religious and cultural Jewish groups - Film + UK Jewish history overview - Diaspora and connections to Israel - UK anti-fascist Jewish history - Films appropriate for 16-18 year-olds: some slightly more provocative films that cover issues around antisemitism, racism and Israel

The Ramayana retold: re-evaluating Sita



RE with Mrs McGee

Knowledge is power.

In her latest [blog](#), Nikki McGee explores how, rather than being seen as a dutiful, unquestioning wife, Sita can be understood through a feminist and Dalit lens. The Ramayana is not just a tale of gods and demons - it can be read as a story that continues to challenge and transform society today.

TrueTube videos

TrueTube has released new videos, including insightful clips on Places of Worship through [Holy Cribbs](#). There is a short film explaining Christian denominations and another exploring how different traditions celebrate Holy Communion. You will also find useful clips on Pilgrimage and other key topics. Check out the links here.



Free award-winning resources for RE, PSHE and Citizenship

Develop your subject knowledge

The government has withdrawn funding for Subject Knowledge Enhancement (SKE) courses for RE PGCE applicants. In response, [here](#) is a list of mostly free online courses, podcasts, webinars, and websites to support those looking to build their subject knowledge before starting teacher training—or for anyone wishing to deepen their understanding of RE.



Knowledge▼ Resources Research Leadership Professional Development



MONITORING RESOURCES

Find overleaf suggestions for several monitoring templates. RE leads will receive editable documents together with this publication. If you are not on the RE Lead mailing list, e-mail ziggy.brown@peterborough-diocese.org.uk or education@peterborough-diocese.org.uk

Date:

Year Group:

RE Pupil Voice

Question	Comments
Is RE important in your school? Why/Why not?	
Can you show me a piece of work you really enjoyed in RE? Why did you enjoy it?	
Is there something you really enjoyed in RE you can't show me? (drama, visit...)	
How do you know if you've done well in RE?	
How do you know what your next steps are?	
Can you name places of worship and the religions they are associated with?	
Do you discuss the beliefs of non-religious people in RE?	often sometimes rarely never
Do you visit places of worship?	often sometimes rarely never
Do you see religious artefacts?	often sometimes rarely never
Does RE help you reflect on your own beliefs and values?	often sometimes rarely never
Does RE help you think about big life questions?	often sometimes rarely never
Do you feel comfortable asking questions and sharing your opinions in RE?	often sometimes rarely never
Do you make links with the school's Christian values?	often sometimes rarely never
What would make RE better?	

Date:

Name:

RE Staff Voice

1 = not at all confident, 2 = not very confident, 3 = somewhat confident, 4 = confident, 5 = very confident					
1. How confident are you with understanding why we teach RE in school?					
1	2	3	4	5	
2. How confident are you with setting up your RE lessons as a safe space for all?					
1	2	3	4	5	
3. How confident are you with describing the different ways in which RE is taught? (eg: <i>using art, drama, music, artefacts, data, photographs, scripture...</i>)					
1	2	3	4	5	
4. How confident are you with understanding the balanced RE approach? <i>(Theology, philosophy and social sciences)</i>					
1	2	3	4	5	
5. How confident are you with assessing RE?					
1	2	3	4	5	
6. How confident are you with knowing where to gain further guidance and support?					
1	2	3	4	5	
7. How confident is your subject knowledge for those religions and worldviews units you teach?					
Christians	1	2	3	4	5
Jewish people	1	2	3	4	5
Hindus	1	2	3	4	5
Muslims	1	2	3	4	5
Sikhs	1	2	3	4	5
Humanists	1	2	3	4	5
Non-religious worldviews	1	2	3	4	5
What do you think is working well in RE in your school?					
What professional development or support would help you feel more confident with teaching RE?					

Date: _____

Name: _____

Governor RE Monitoring

1. Vision and Leadership

- **Is the school's Christian vision reflected in the RE curriculum?**

Response: _____

- **Does the RE lead have a clear vision for the subject?**

Response: _____

- **Is RE well-resourced in terms of staffing, training, and materials?**

Response: _____

- **How does the school ensure compliance with the Church of England Statement of Entitlement for RE?**

Response: _____

- **How does RE contribute to the school's overall Christian ethos and engagement with the local church and community?**

Response: _____

2. Curriculum and Teaching

- **Is the RE curriculum broad, balanced, and ambitious, covering Christianity and other worldviews?**

Response: _____

- **Does the curriculum include theology, philosophy, and social science approaches ("ways of knowing")?**

Response: _____

- **Do teachers demonstrate secure subject knowledge in Christianity and other faiths?**

Response: _____

- **Are lessons engaging, inclusive, and appropriately challenging for all pupils?**

Response: _____

- **How do staff ensure that RE lessons are distinct from collective worship and maintain a focus on academic enquiry?**

Response: _____

3. Progress and Assessment

- **How does the school assess progress in RE and what do the outcomes show about the effectiveness of teaching?**

Response: _____

- **Are pupils developing a deep understanding of religious concepts and vocabulary?**

Response: _____

- **Do books and recorded work show clear progression across year groups?**

Response: _____

4. Pupil Engagement and Spiritual Development

- **Do pupils enjoy RE lessons, and how do we know? (e.g., through pupil voice, surveys, or feedback)**

Response: _____

- **Are opportunities for reflection, discussion, and spiritual development evident?**

Response: _____

- **Do pupils explore moral, ethical, and 'big' questions within RE?**

Response: _____

- **Are pupils encouraged to make connections between their learning and their own beliefs and experiences?**

Response: _____

6. Staff Training and CPD

- **What training and support are in place to develop teachers' subject knowledge and confidence in delivering high-quality RE lessons?**

Response: _____

- **Is there access to diocesan or national RE training opportunities?**

Response: _____

7. Wider Community and Church Links

- **Does the school engage with local churches and religious communities?**

Response: _____

- **What opportunities do pupils have to visit places of worship, meet faith representatives, and explore religious diversity beyond the classroom?**

Response: _____

8. Overall Effectiveness

- **What are the strengths of RE in the school?**

Response: _____

- **What areas for development have been identified?**

Response: _____

- **What support can governors offer to enhance RE provision?**

Response: _____

Date:

RE Work Scrutiny

Year group

Question	Yes/No	Comments
Presentation		
Do the books show a consistent and clear layout that supports learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are pupils' responses well-presented, demonstrating care and effort in their work?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Curriculum Coverage		
Is there evidence of a broad and balanced RE curriculum, including Christianity and other religions/worldviews?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Can you see progression in pupils' knowledge and skills across different year groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Depth of Learning and Critical Thinking		
Do the books show evidence of pupils engaging with big questions about faith, meaning, and purpose?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do the books show pupils making connections between religious beliefs and their own lives?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use of Key Vocabulary and Concepts		
Are pupils using appropriate religious vocabulary in their work?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is there evidence that pupils understand key religious concepts rather than just recalling facts?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question	Yes/No	Comments
Creativity and Engagement		
Is there a variety of learning activities (e.g., written responses, artwork, discussions, reflections) evident in the books?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are photos annotated to make it clear how practical activities support RE learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment and Feedback		
Is the work marked regularly with evidence of teacher feedback that supports and challenges pupils' understanding?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Can you see examples of self or peer assessment in the books?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the WALT/Success criteria/title match the activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Overall Evaluation		
What are the key strengths identified in the RE books?		
What areas for improvement can be identified in RE bookwork?		

RE CPD feedback sheet

Title of the training: _____

Staff presenting: _____

Date: _____

1. Was the training useful to you?

Not useful	1	2	3	4	5	Extremely Useful

Comments: _____

2. One thing to take away from the session and put in place in the short term.

3. One thing to take away from the session and put in place in the long term.

4. One thing that could have made the session better.
