

# Religious Education Quality Mark

## Marc Ansawdd Addysg Grefyddol



*Recognising outstanding learning in religious education*

**School Suggested Evidence Form**

## School information

Name of School	
School Address	
School telephone number	
School email	
Unique Reference Number (URN)	
Local Authority	
Headteacher	
RE subject leader	
Number of pupils on roll	

## About this form

This form is divided into two main sections, 1 and 2, with each sub-divided into five areas:

- A. Learners and Learning
- B. Teachers and Teaching
- C. Curriculum (including Curriculum Cymreig)
- D. Subject Leadership
- E. Continuing Professional Development (CPD)

**Section 1** shows the criteria and Suggested Evidence for each of the five areas.

**Section 2** gives a comparative overview of the Suggested Evidence for each level of the award (not yet completed).

There is further advice and information about completing the form on **page 4**.

## How to complete the form

Read the criteria carefully.

Under the Suggested Evidence column make brief notes on how you meet the criteria. You can use the REQM examples as guidance and highlight those elements which your school meets in each of the five strands.

You can add more Suggested Evidence of your own.

You may want to delete all the exemplar Suggested Evidence and provide your own.

### Award Levels

If you meet at least 90% of the **bronze** criteria, you should consider applying for the Bronze Award.

If you meet all the criteria for Bronze, you should apply for the Silver Award.

If you meet all the criteria for Bronze and Silver, you should apply for the Gold Award.

If you get stuck, email [admin@reqm.org](mailto:admin@reqm.org)

## Section 1: School Suggested Evidence

<b>Learners and Learning</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. Records of assessment indicate and include reference to appropriate levels descriptions to ensure learners' progress within each key stage/phase (e.g. National exemplar level descriptions for RE or CiW levels).  For special schools, progress needs to take account of context and the criteria as appropriate.	
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learner perception surveys indicate high levels of engagement, challenge and independence.	

<b>Learners and Learning</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Lesson plans show that learning is planned around key questions, concepts, dilemmas or enquiries, giving learners opportunities to use the interrelated 3 core skills of engage with fundamental questions, exploring beliefs, teachings and practices and express personal responses.	
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Displays and learners' work show that they make links with other subjects and refer to their local community. Scheme of work demonstrates planning for Curriculum Cymreig and Wales, Europe and the World.	
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners' work, displays, photographs indicate that learners have opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	

<b>Learners and Learning</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Records of visits, visitors, intra and interfaith dialogue, experiential learning e.g. stilling, reflective storytelling.	
7. A range of assessment processes are used in RE and focus mostly on high quality dialogues about learning.	7. Assessment systems evident in work scrutiny, annotated displays and comments from peers and self-reflection notes or symbols. Levelled moderation portfolios. Marking demonstrates understanding of the use of appropriate levels descriptions (e.g. the national exemplar level descriptions for RE or CiW).	

<b>Learners and Learning</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
8. Learners know how well they are achieving and what they need to do to improve.	8. Dialogues with learners show that they know how well they are doing and what they need to improve	
9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, including self and peer assessment, developing communication, verbal literacy and oral skills.	9. Learner interviews, learner work and teacher planning.	



<b>Learners and Learning</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. Learners make above average progress in relation to their age, ability and prior experience.	2. Records of assessment indicate learners make above progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners and subject leader interviews.	
5. Learners are sharing what they have discovered in religious education within the wider school community	5. Eg interviews, evaluative comments from other staff.	

<b>Learners and Learning</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
6. Higher order questions are used confidently by learners	6. Learner interviews show that they have opportunities to think hard and ask deep fundamental questions in religious education. They show an interest in religious, ethical and philosophical issues beyond the classroom.	

<b>Learners and Learning</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The school meets the criteria for Bronze and Silver	1. The school meets the criteria for Bronze and Silver	
2. Learners make significantly above average progress in relation to their age, ability and prior experience.	2. School tracking data indicate learners make significantly above average progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in religious education with other curriculum areas and the global community.	3. Interviews with learners show that they make links with other curriculum areas and the global community including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are involved with staff in some of the planning of RE lessons.	4. Learner interviews and staff planning. Evidence of learner voice having an impact on planning.	

<b>Learners and Learning</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking.	5. Learner interviews, samples of work and lesson planning. Evidence of tasks that enable learners to access the higher levels.	
6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.	6. Feedback and evaluations from the wider community or the cluster of schools. Evidence of a religious education based PLC.	

<b>Teachers and Teaching</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. There are high expectations and good subject knowledge.	Subject leader interview indicate there is challenge to all learners in religious education.	
2. Planning builds on prior learning.	2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	
3. The quality of religious education teaching in most lessons is good.	3. For example, internal monitoring shows the teaching of religious education in most lessons is good.	
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Lesson plans, curriculum plans and work scrutiny.	
5. Local/national criteria are used for levels of achievement in planning.	5. Planning is informed by local/national Criteria for assessment (e.g. National exemplar level descriptions for RE or CiW levels).	

<b>Teachers and Teaching</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
6. Classroom conditions are created for effective learning.	6. Displays/school environment indicate the excitement and challenge of religious education. DVD clip of religious education lesson with an indication of learner outcomes.	
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.	7. Learner interviews indicate their views are respected and they feel safe to express opinions.	
8. The religious education curriculum is planned around fundamental questions and/or key concepts.	8. Lesson plans and interviews indicate that learning is planned around fundamental questions and/or key concepts.	

<b>Teachers and Teaching</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader shares strategies for the development of developing thinking and or enquiries around fundamental questions with other colleagues.	2. Minutes of staff meeting/ departmental meeting and feedback from at least one colleague on the impact of the input on higher order thinking or fundamental questions.	
3. The quality of religious education teaching is recognised as good or better.	3. For example, adviser, section 50, SLT monitoring or external judgement of religious education is good or better.	
4. Religious education teachers are engaged in whole school curriculum development planning.	4. Religious education teachers are engaged in whole school curriculum development planning such as showing how religious education can take the lead as well as contribute to other curriculum areas in cross-curricular or thematic learning.	

<b>Teachers and Teaching</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze and Silver are met and are being embedded into practice.	1. The criteria for Bronze and Silver are met and are being embedded into practice.	
2. The religious education subject leader works either in local networks, at conferences or on-line.	2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails.	
3. The quality of religious education teaching is recognised as excellent.	3. For example, adviser, section 50, SLT monitoring or external judgment on the teaching of religious education is excellent.	
4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education.	4. Subject leader interview.	
5. The subject shares high quality pedagogies with other colleagues.	5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies.	



<b>Teachers and Teaching</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
6. Religious education takes a lead in developing the subject with and for other schools.	6. Minutes of consortium, cluster or PLC meetings, emails.	

## Curriculum

### **Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)** *(National exemplar framework for religious education for 3 to 19-year-olds in Wales)*

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4 and Post-16.

**Religious education** contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

**Religious education** contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world. Religious education helps learners develop positive attitudes to help them deal with challenging moral and religious issues with sensitivity, thus providing common ground for collaboration and exploration of common values and beliefs within Wales, Europe and the World.

**The above criteria will be used to judge whether a school meets the requirements of Curriculum Cymreig taking into account the context of the school. If an assessor deems this aspect not to be met by the school the Quality Mark will not be awarded.**

<b>Curriculum</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way.  THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)	1. Curriculum plans, learner interviews, book reviews, school self audits.	
2. The religious education curriculum meets the appropriate syllabus requirements.	2. Religious education planning is mapped to the appropriate syllabus.	
3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.	3. Imaginative use of sources that encourage learners to make links between fundamental questions, beliefs, teachings and practice and their opinions and feelings.	
4. The religious education curriculum ensures continuity and progression of learning.	4. Curriculum planning indicates continuity and progression in learning. For example: making reference to skills identified in the national exemplar level descriptions for religious education or CiW levels.	

<b>Curriculum</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.	5. Curriculum plans, lesson plans and learners' work indicate continuity, progression and a balance of fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.	
6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.	6. Interviews with learners show that they are able to discuss their own and others' responses to fundamental questions.	
7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.	7. Learners show understanding of local, national and global faith and belief communities.	

<b>Curriculum</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education curriculum provides the focus for, and makes a significant contribution to, some cross curricular/thematic plans.	2. Minutes of meetings and curriculum plans.	
3. The curriculum draws on local and national resources to explore religions and beliefs.	3. Plans show use of resources from high quality providers e.g. Hwb <a href="https://hwb.wales.gov.uk">https://hwb.wales.gov.uk</a> (NGfL); St Mary's Centre <a href="http://www.st-marys-centre.org.uk">http://www.st-marys-centre.org.uk</a> Welsh National Centre for Religious Education, <a href="http://practicaltheology.bangor.ac.uk/wncr">http://practicaltheology.bangor.ac.uk/wncr</a> <a href="http://practicaltheology.bangor.ac.uk/wncr">e/</a> REMW – (MAGC Welsh Medium) RE today, <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> Face to Faith <a href="http://facetofaithonline.org">http://facetofaithonline.org</a> Resources produced by SACRE's and WASACRE <a href="http://www.WASACRE.org.uk">www.WASACRE.org.uk</a> Welsh Government curriculum guidance	

<b>Curriculum</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.	4. Records show that relevant news items covering significant human events are included.	

<b>Curriculum</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze and Silver are met.	1. The criteria for Bronze and Silver are met.	
2. The religious education curriculum provides the focus for, and takes the lead on some cross curricular/thematic projects.	2. Learner perceptions and or plans e.g. 'What motivates Inspirational People?'	
3. Religious education is drawing on events in local, national or global setting to make the curriculum relevant to learners.	3. Dialogues with learners and or plans show that local, national or global issues (as expressed through radio, TV, film or other media) are part of religious education lessons.	
4. The curriculum includes engagement with some members of the local community (including school community)	4. Learner perceptions and or plans show that the RE department is imaginative in its use of the local (including the school) population to show the range and variety of religions and beliefs. E.g. learners interview school staff about their beliefs.	

<b>Curriculum</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
5. The curriculum plans are shared beyond the school.	5. E.g. local schools or nationally.	



<b>Subject leadership</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. Religious education has effective leadership with a clear vision for teaching and learning and has impact on outcomes for the learners.	1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject.	
2. The subject leader is an advocate in school for the importance of religious education.	2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community.	
3. Religious education is well resourced.	3. Discussion with SL	
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that on-going reviews take account of the learner voice.	
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.	5. Religious education priorities are linked with or embedded into whole school priorities.	

<b>Subject leadership</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
6. Religious education plans recognise the contribution which it makes to learners' spiritual, moral, social and cultural (SMSC) development.	6. Religious education documentation highlights the contribution the subject makes to SMSC.	
7. All school policies connected with religious education are in place.	7. E.g. policies for assessment, inclusion SMSC.	
8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject.	8. Subject leader records of lesson observation/drop in and action taken.	
9. The subject leader supports less confident colleagues, if necessary, to provide high quality religious education.	9. Minutes/documentation of support given by subject leader to other staff.	
10. The subject leader informs parents about religious education in the school and responds to parental feedback when necessary.	10. Letters to parents, prospectus, parents evenings, website etc...	

<b>Subject leadership</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
11. There is evidence that religious education has made links with the governing body.	11. Governing body minutes/link governor.	

<b>Subject leadership</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The subject leader draws on local and national networks.	2. Minutes of local meetings, staff meetings	
3. Religious education makes contributions to the wider school agenda including SMSC.	3. Minutes of staff meetings where RE contributes to the wider school agenda eg AfL, LNF.	
4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader has given presentations on the importance of religious education to groups of people e.g. learners/staff/parents/community, SACRE's, WASACRE.	

<b>Subject leadership</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze and Silver are met.	1. The criteria for Bronze and Silver are met.	
2. The subject leader is embedding high quality structures to ensure education sustainability for the subject	2. Evidence from plans or SLT interview e.g. if the subject leader were to leave, would high quality religious education be sustained?	
3. The subject leader of associated with a member of a subject association related to religious education.	3. Membership of, or association with, appropriate professional organisations which support religious education e.g. SACRE, WASACRE, WJEC, NGfL, Hwb.	
4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.	4. Diary/ Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences, PLC's.	

<b>Continuing Professional Development</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
<p>1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.</p>	<p>1. Self directed research, CPD records of courses attended (including accredited courses), evaluations of the impact on religious education and the individual teacher. Self-directed research could include action research in the classroom such as AfL, the impact of high quality questions, reading or on line research. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.</p>	
<p>2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.</p>	<p>2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.</p>	

<b>Continuing Professional Development</b> <b>BRONZE</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
3. CPD in religious education supports priorities in the whole school development plan	3. SLT interview indicates how CPD in religious education supports whole school improvement eg AfL, LNF	
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. Discussion with SL focusing on CPD, local/national guidance (WG, SACRE's, WASACRE), Estyn guidance documents and other resources and programmes demonstrating the impact these have had on teaching and learning.	

<b>Continuing Professional Development</b> <b>SILVER</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader takes part in classroom based action research.	2. Notes on the impact of trial of strategies to develop learning e.g. Philosophy for Children, 'Think, Pair, Share' (AfL), Bloom's questions, active learning strategies.	
3. There is effective evaluation of CPD on outcomes for learners.	3. Self-evaluation of CPD is rigorously undertaken.	
4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. Departmental minutes or evaluation from other staff.	



<b>Continuing Professional Development</b> <b>GOLD</b>		
<b>Criteria</b> <i>Schools should highlight where they meet the criteria.</i>	<b>Suggested Evidence</b> <i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>	<b>Assessor comments if appropriate</b>
1. The school meets the criteria for bronze and silver.	1. The school meets the criteria for bronze and silver.	
2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.	2. Evaluative feedback from RE teachers on the CPD delivered locally, nationally or internationally indicates impact	
3. The religious education co-ordinator or subject leader contributes to local subject communities.	3. Eg SACRE, diocesan group meetings, religious education networks, PLC's.	
4. The professional development of the subject leader is continually updated.	4. E.g. list of books, articles, sites accessed or following an accredited course at master's level.	

## Section 2: A comparison of award level criteria

### A: Learners and Learning

Bronze	Silver	Gold
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. The criteria for Bronze are met.	1. The school meets the criteria for Bronze and Silver
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learners make above average progress in relation to their age, ability and prior experience.	2. Learners make significantly above average progress in relation to their age, ability and prior experience.
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Learners connect their learning in religious education with other curriculum areas and the global community.
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners are involved with staff in some of the planning of RE lessons.
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners are sharing what they have discovered in religious education within the wider school community	5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking.

Bronze	Silver	Gold
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Higher order questions are used confidently by learners.	6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.
7. A range of assessment processes are used in RE and focus mostly on high quality dialogues about learning.		
8. Learners know how well they are achieving and what they need to do to improve.		
9. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.		

## B: Teachers and Teaching

Bronze	Silver	Gold
1. There are high expectations and good subject knowledge.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met and are being embedded into practice.
2. Planning builds on prior learning.	2. The religious education subject leader shares strategies for the development of developing thinking and or enquiries around fundamental questions with other colleagues.	2. The religious education subject leader works either in local networks, at conferences or on-line.
3. The quality of religious education teaching in most lessons is good.	3. The quality of religious education teaching is recognised as good or better.	3. The quality of religious education teaching is recognised as excellent.
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Religious education teachers are engaged in whole school curriculum development planning.	4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education.
5. Local/national criteria are used for levels of achievement in planning.		5. The subject shares high quality pedagogies with other colleagues.

Bronze	Silver	Gold
6. Classroom conditions are created for effective learning.		6. Religious education takes a lead in developing the subject with and for other schools.
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.		
8. The religious education curriculum is planned around fundamental questions and/or key concepts.		

## C: Curriculum

Bronze	Silver	Gold
<p>1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way.</p> <p>THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)</p>	<p>1. The criteria for Bronze are met.</p>	<p>1. The criteria for Bronze and Silver are met.</p>
<p>2. The religious education curriculum meets the appropriate syllabus requirements.</p>	<p>2. The religious education curriculum provides the focus for, and makes a significant contribution to, some cross curricular/thematic plans.</p>	<p>2. The religious education curriculum provides the focus for, and takes the lead on some cross curricular/thematic projects.</p>
<p>3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.</p>	<p>3. The curriculum draws on local and national resources to explore religions and beliefs.</p>	<p>3. Religious education is drawing on events in local, national or global setting to make the curriculum relevant to learners.</p>
<p>4. The religious education curriculum ensures continuity and progression of learning.</p>	<p>4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.</p>	<p>4. The curriculum includes engagement with some members of the local community (including school community)</p>

Bronze	Silver	Gold
5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.		5. The curriculum plans are shared beyond the school.
6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.		
7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.		

## D: Subject leadership

Bronze	Silver	Gold
1. Religious education has effective leadership with a clear vision for teaching and learning and has impact on outcomes for the learners.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. The subject leader is an advocate in school for the importance of religious education.	2. The subject leader draws on local and national networks.	2. The subject leader is embedding high quality structures to ensure education sustainability for the subject
3. Religious education is well resourced.	3. Religious education makes contributions to the wider school agenda including SMSC.	3. The subject leader of associated with a member of a subject association related to religious education.
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.		
6. Religious education plans recognise the contribution which it makes to learners' spiritual, moral, social and cultural (SMSC) development.		



Bronze	Silver	Gold
7. All school policies connected with religious education are in place.		
8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject.		
9. The subject leader supports less confident colleagues, if necessary, to provide high quality religious education.		
10. The subject leader informs parents about religious education in the school and responds to parental feedback when necessary.		
11. There is evidence that religious education has made links with the governing body.		

## E: Continuing Professional Development

Bronze	Silver	Gold
1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.	1. The criteria for Bronze are met.	1. The school meets the criteria for bronze and silver.
2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.	2. The religious education subject leader takes part in classroom based action research.	2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.
3. CPD in religious education supports priorities in the whole school development plan	3. There is effective evaluation of CPD on outcomes for learners.	3. The religious education co-ordinator or subject leader contributes to local subject communities.

Bronze	Silver	Gold
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. The professional development of the subject leader is continually updated.