



Award Criteria 2024

# The Religious Education Quality Mark

Celebrating outstanding practice in  
the study of religion and worldviews



# Learning

## How do pupils and students learn?

### Bronze



#### Ideas

Learners are given opportunities to respond to and to ask **deep questions, and/or explore big ideas**, and are beginning to shape their knowledge and understanding about religious and non-religious worldviews through enquiry and discussion.

### Silver

Learners respond to **deep questions and/or big ideas thoughtfully**, demonstrating a willingness to go more deeply into their knowledge and understanding of **religious and non-religious worldviews**.

### Gold

Learners demonstrate the breadth and depth of their knowledge and understanding, recognising the influence that **religious and non-religious worldviews** have had on **human development and cultures**.



#### Connection

Learners **connect** their knowledge and understanding with other **curriculum areas and the local community**.

Learners **connect** their knowledge and understanding with **national issues or current events**.

Learners **link** their knowledge and understanding with **ethical and philosophical questions**, current global issues and events.



#### Communication

Learners use opportunities to **explore** religious and non-religious worldviews through a variety of creative sources, expression and media.

Learners have opportunities to **explore and analyse** religious and non-religious worldviews, including their own, through a variety of sources and media.

Learners **express their knowledge and understanding** about religious and non-religious worldviews, including their own, through a variety of media and forms of communication.



#### Diversity

Learners **have opportunities** for spiritual, moral, social and cultural development through **first-hand experience** including people and places from a variety of religious and non-religious worldviews.

Learners **show** their spiritual, moral, social and cultural (SMSC) development through their **awareness of dialogue within and across** religious and non-religious worldviews.

Learners show spiritual, moral, social and cultural (SMSC) development through their **positive engagement in dialogue about diversity**, within and across religious and non-religious worldviews.

# Learning

## How do pupils and students learn?

### Bronze



Learners make **good progress** in relation to their age, ability and prior learning.

### Silver

Learning is regularly reviewed and assessed, and outcomes show that learners make **very good progress** in relation to their age, ability and prior learning.

### Gold

Learning is regularly reviewed and assessed and outcomes for **some groups and individuals are exceptional** in relation to their age, ability and prior learning.



Learners **discuss next steps** in their learning with each other and with their teacher.

Learners **show evidence of independent enquiry** and associated learning, within or outside school.

Learners **are beginning to co-design their own learning** in order to promote their progress and achievement.



Learners are sharing what they have discovered **within the class** and are confident in giving and receiving feedback to each other.

Learners are sharing what they have discovered **within the wider school community**.

Learners celebrate and share what they have discovered **within the wider education community**.

# Teaching

How is the learning promoted and secured by teachers?

## Bronze

## Silver

## Gold



### Knowledge

Teachers have **secure subject knowledge** in the relevant areas of the taught curriculum.

Teachers have **effective subject knowledge** across the whole subject curriculum.

Teachers have high expectations of learners and the subject leader demonstrates **exceptional subject knowledge**.



### Planning

Teachers' planning builds on learners' prior knowledge and **promotes deeper learning** in the subject.

Teachers' planning builds on learners' prior knowledge and **enables most learners to deepen their understanding** of religious and non-religious worldviews.

Teachers build their planning on learners' prior knowledge and this **enables all learners to deepen their understanding** of religious and non-religious worldviews



### Quality

The quality of teaching in most lessons is recognised as **effective**.

The quality of teaching in most lessons is recognised as **highly effective**.

The quality of teaching overall is recognised as **exceptional**.



### Strategies

Different teaching strategies that **promote an appropriate depth of learning** are piloted and reviewed by all staff.

Research based teaching strategies **promoting an appropriate depth of learning** and intellectual curiosity about learning are employed by most teachers.

Research based teaching strategies **securing an appropriate depth of learning** are used by teachers to secure intellectual curiosity and scholarship.

# Teaching

How is the learning promoted and secured by teachers?

## Bronze

## Silver

## Gold



### Monitoring

Teachers use agreed criteria to set age appropriate learning sequences and assessment data is well managed to track group and individual progress, and **to promote future achievement for all.**

Teachers use agreed criteria to set age appropriate learning sequences and assessment data to track group and individual progress, and **secure appropriate achievement for specific groups and individuals.**

Teachers use agreed criteria in planning and assessment data is well managed to track group and individual progress, and to secure **exceptional achievement for specific groups and individuals.**



### Respect

Teachers create appropriate respectful environments where **most learners feel confident** to agree, or agree to disagree.

Teachers create respectful environments where **all learners feel confident** to agree, or agree to disagree.

Teachers and **learners create** appropriate respectful environments where a range of **controversial issues and topics** are discussed and critiqued.



### High-level thinking

Teachers plan learning that **promotes high-level thinking.**

Teachers plan learning that **secures** high-level thinking and an **appropriate depth of understanding.**

Teachers plan learning that secures high-level thinking and a **secure depth of understanding.**

# Curriculum

## What is the map for learning, and why?

### Bronze

### Silver

### Gold



#### Context

The curriculum and the school's plans **fulfil the appropriate syllabus requirements** for all groups of learners.

The curriculum **encompasses relevant topics and appropriate material beyond** the required syllabus in order to respond to most learners' needs and enquiries.

The curriculum is **innovative and creative** leading to full engagement of all groups of learners across all the age and ability ranges.



#### Contribution

The curriculum makes a **coherent contribution** to the wider school curriculum through creative planning linked to other areas of knowledge and understanding.

The curriculum makes a **significant contribution** to the wider school curriculum and has **a visibly high profile**.

The value and the effectiveness of the curriculum is **understood and appreciated** across the school and **within the wider school community**.



#### Breadth

The curriculum is **broad and balanced** and plans provide **engaging opportunities** and this supports learners' spiritual, moral, social and cultural development.

The curriculum includes **opportunities to respond** to issues specifically connected with religious and non-religious worldviews in the local community and this supports learners' spiritual, moral, social, and cultural development.

The curriculum **includes space for responses to national and global issues** connected with religious and non-religious worldviews and this supports pupils' spiritual, moral social and cultural development.



#### Intention

The curriculum's aims and intentions are **clearly communicated to all teachers of the subject**.

Curriculum outcomes and impact are **shared with the wider school community**.

Curriculum outcomes and impact are **shared with other schools and local networks/ organisations**.

# Curriculum

## What is the map for learning, and why?

### Bronze



#### Inclusivity

The curriculum uses a **range of appropriate materials** clearly identified and intended to **develop knowledge and conceptual understanding** of religious and non-religious worldviews.

### Silver

The curriculum is implemented in **flexible but clearly identified ways** to secure **most learners'** knowledge and conceptual understanding.

### Gold

The curriculum has a discernible, beneficial and **lasting impact** on the knowledge and understanding of **all groups of learners**.



#### Diversity

The curriculum is implemented to promote among teachers and learners an **understanding of diversity** in religious and non-religious world views.

The curriculum **promotes an accurate understanding** of diversity within individual religious and non-religious worldviews.

The curriculum **promotes an understanding of the complexities** of religious and non-religious identities.



#### Challenge

The curriculum contributes to whole school work to **challenge prejudice and discrimination** and to promote agreed and shared values.

The curriculum helps teachers and learners to **recognise stereotypes of religious and non-religious people** and to challenge discrimination.

The curriculum is **innovative in its approaches to inclusivity and diversity** and is **effective in its impact**.

# Leadership

How is the subject led and what impact does this have?

## Bronze

## Silver

## Gold



### Rationale

Subject leadership shows **a clear intention and rationale** for curriculum design, teaching, and learning, and **communicates** this to other subject teachers.

Subject leadership demonstrates **a clear, coherent, and developed intention** for the learning and teaching that is **fully integrated** into all aspects of the curriculum design.

Subject leadership demonstrates **a deep and robust intention** for learning, teaching **that flows** throughout the planning and implementation of the curriculum design.



### Evaluation

Subject leadership has created **robust subject evaluation and development planning** that is informed by whole school priorities, the appropriate syllabus and the views of learners.

Subject leadership makes contributions to **wider development priorities** within the school's agenda and planning.

Subject leadership has **contributed to whole school improvement** and this has had a **demonstrable positive impact** on other staff.



### Comparability

Subject leadership has ensured **well-resourced teaching and learning** in relation to other **comparable subjects** in the curriculum.

Subject leadership has ensured that staff and pupils **recognise the quality** of the resources and **use them effectively**.

Subject leadership has embedded **high quality systems** to ensure sustainability and succession planning for the subject and senior leaders ensure **appropriate CPD** for all relevant staff.



### Expectations

Subject leadership has ensured **all relevant school policies** connected with the subject are **articulated clearly and are in place**.

Subject leadership has ensured **all relevant school policies** connected with the subject are **regularly reviewed, accessed and implemented** by all staff.

Senior leaders and governors **engage in innovation** and creative plans for the future development of the subject in the light of **national conversations and subject developments**.



# Leadership

How is the subject led and what impact does this have?

## Bronze

## Silver

## Gold



### Professionalism

Subject leadership **shows a commitment to researching practice** outside the school context, and this is recognised by the senior leaders and governors.

Subject leadership is supported by senior leaders and governors in relevant and up to date continuing professional development, and **participates in relevant local organisations** and professional development networks.

Senior leaders and governors ensure that the subject is secure, and has a **high profile in school and in the wider community**.



### Contribution

Subject leadership **shows the contribution** the subject makes to learners' **spiritual, moral, social and cultural development** and to other aspects of the school's development plan/priorities.

Subject leadership **ensures that the subject's contribution to the school's wider priorities** is monitored and reviewed.

Subject leadership **provides highly effective approaches to whole staff development** to support school priorities and to **assist other schools locally, nationally and/or internationally**.



### Standards

Subject leadership **monitors the standards of teaching and learning** across the school and uses appropriate and agreed methods of monitoring.

Subject leadership ensures monitoring is supported through the clear identification of **individual and group professional development needs** among the staff.

The impact of monitoring and overall subject leadership is **a confident and well qualified teaching team**.