

# Updates on Religious Education Curriculum Directory & National Inspection Framework

ATCRE

5 October 2020

Philip Robinson, RE Adviser to the CES



## Ways of knowing

An RECD3 update for ATCRE

# Religious Education Curriculum Directory

## The new Catholic Schools Inspectorate

An update and an encouragement for ATCRE members

# National Inspection Framework





# Ways of knowing

---

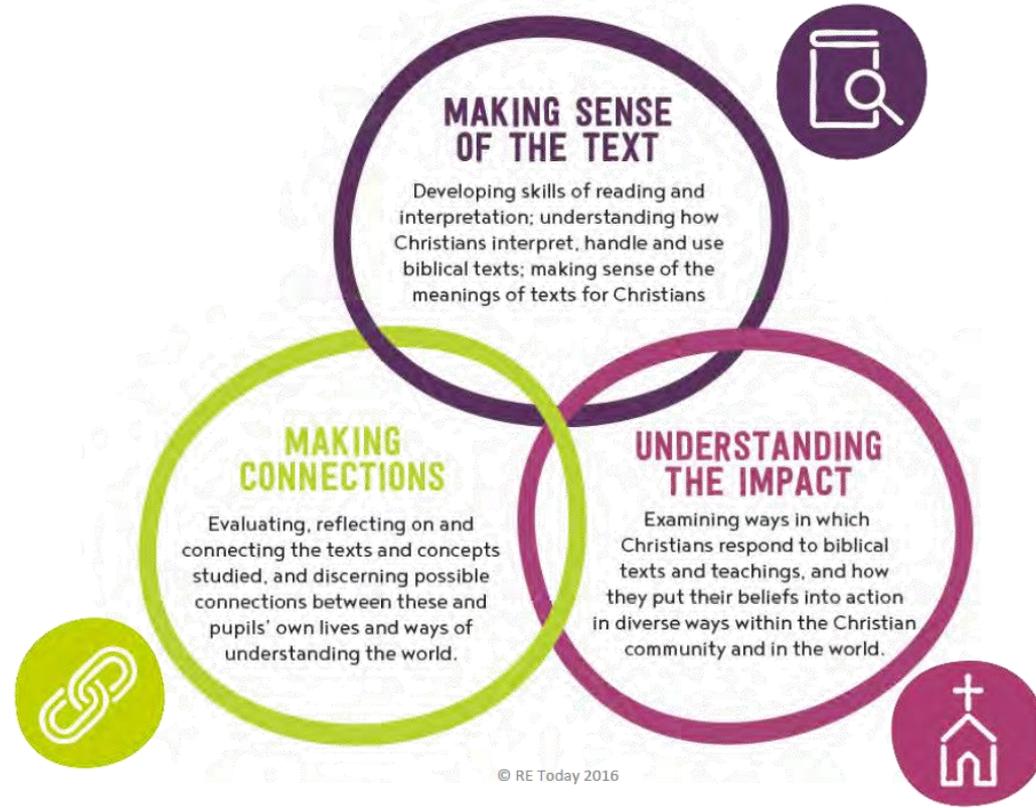
An RECD3 update for ATCRE

# Religious Education Curriculum Directory

# The case for a new approach



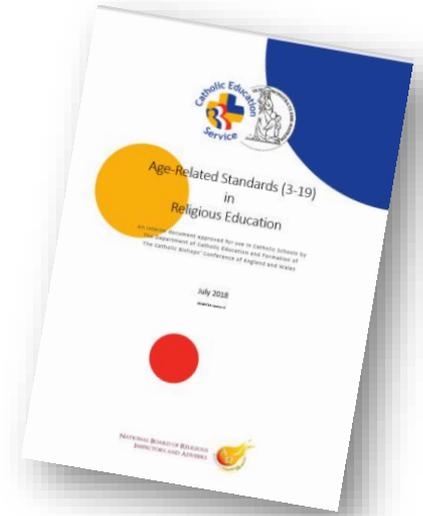
# The case for a new approach



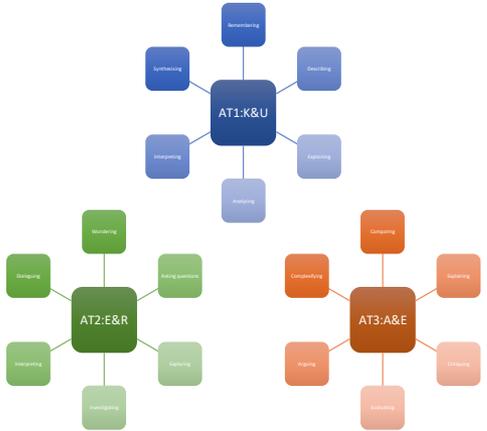
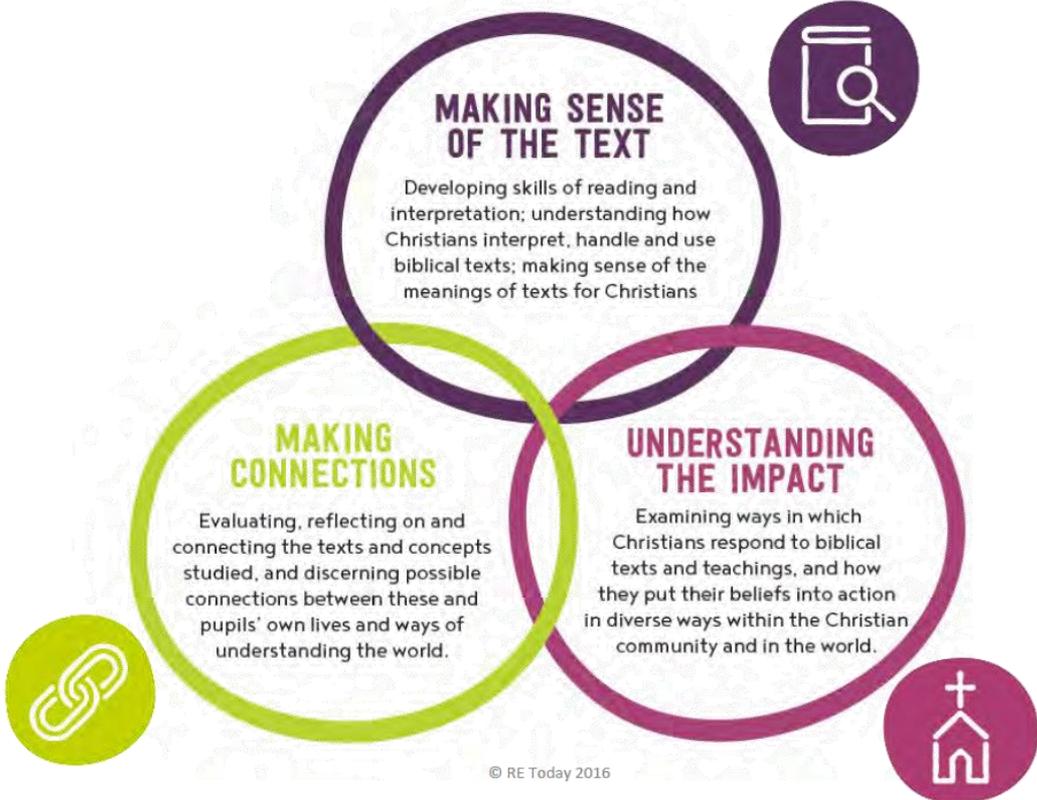
# The case for a new approach



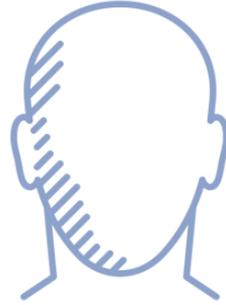
# The standards and skills



# Skill progression – “ways of knowing”



# Ways of knowing



# Ways of knowing

## AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

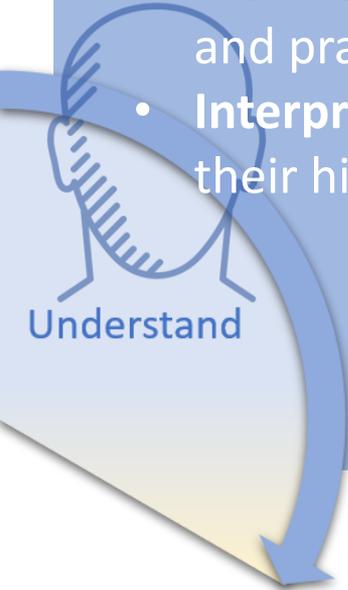


# Ways of knowing

## SKILLS:

In this way of knowing, pupils will deepen their understanding by developing the skills to:

- **Remember** and **apply** the meanings of key texts, beliefs and concepts.
- Provide **explanations** by **making links** between religious texts, beliefs and practices.
- **Interpret** and **analyse** the meaning of texts, practices and rituals and their historical and cultural connections.



Understand

# Ways of knowing

## PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise...texts, beliefs, rites, ways of life.
- Name...
- Remember...
- Recall...
- Retell...
- Describe...
- Make links...
- Explain...
- Show understanding...
- Interpret within a historical context...



Understand



# Ways of knowing

## AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

## SKILLS:

In this way of knowing, pupils will deepen their understanding by developing the skills to:

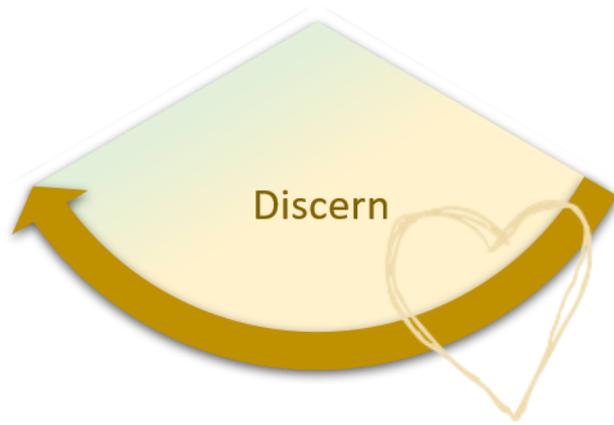
- **Remember** and **apply** the meanings of key texts, beliefs and concepts.
- Provide **explanations** by **making links** between religious texts, beliefs and practices.
- **Interpret** and **analyse** the meaning of texts, practices and rituals and their historical and cultural connections.

Understand

## PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

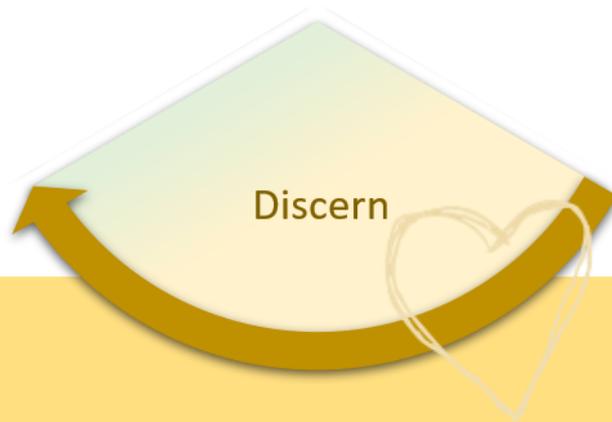
- Recognise...texts, beliefs, rites, ways of life.
- Name...
- Remember...
- Recall...
- Retell...
- Describe...
- Make links...
- Explain...
- Show understanding...
- Interpret within a historical context...





## AIM:

In this way of knowing, we are aiming to help pupils to be able to **judge wisely** in response to **different interpretations** of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can arrive at **justified conclusions** about what is true and good.



## SKILLS:

In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:

- Test ideas by comparing different interpretations, different ways of celebrating rites and different ways of life.
- Explain differences within and between religions and worldviews.
- Critically evaluate differences to arrive at wise judgements about disputed questions.



## PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise similarities and differences.
- Point out what is the same and what is different.
- Express a point of view or a preference.
- Listen to contrary viewpoints.
- Support a preference with reasons.
- Explain differences.
- Construct arguments.
- Weigh strengths and weaknesses.
- Arrive at justified conclusions.
- Recognise complexity with reference to different interpretations and historical context.



## AIM:

In this way of knowing, we are aiming to help pupils to be able to **judge wisely** in response to **different interpretations** of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can arrive at justified conclusions about what is true and good.

## SKILLS:

In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:

- Test ideas by comparing different interpretations, different ways of celebrating rites and different ways of life.
- Explain differences within and between religions and worldviews.
- Critically evaluate differences to arrive at wise judgements about disputed questions.

## PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise similarities and differences.
- Point out what is the same and what is different.
- Express a point of view or a preference.
- Listen to contrary viewpoints.
- Support a preference with reasons.
- Explain differences.
- Construct arguments.
- Weigh strengths and weaknesses.
- Arrive at justified conclusions.
- Recognise complexity with reference to different interpretations and historical context.



**AIM:**

In this way of knowing, we are aiming to help pupils **reflect personally** and with **integrity** on what they have learned and consider the **implications** for action these may have for their **own lives** and **the world** in which they live.



Respond

## **SKILLS:**

In this way of knowing, pupils will be invited to respond personally and with integrity by developing the skills to:

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

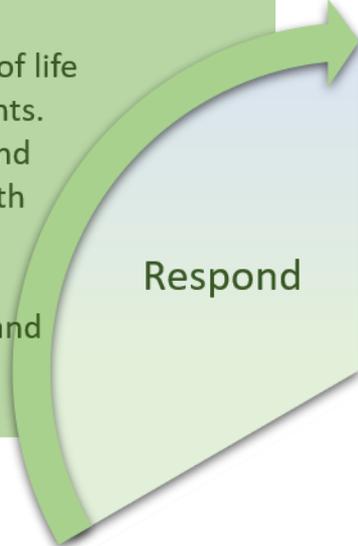


Respond

## PROGRESSION

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Say what they wonder about.
- Ask questions about the world and their place in it.
- Talk about their own feelings.
- Respond personally to questions that are difficult to answer.
- Make links between their own feelings and beliefs and their behaviour or way of life.
- Compare their own and other peoples' responses.
- Show understanding of how beliefs and values inform personal decisions and ways of life.
- Explain differences of belief and ways of life with reference to religious commitments.
- Critically reflect on their own beliefs and ways of life in response to dialogue with others.
- Respond with integrity to personal conclusions about questions of value and meaning.



Respond

## AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

## SKILLS:

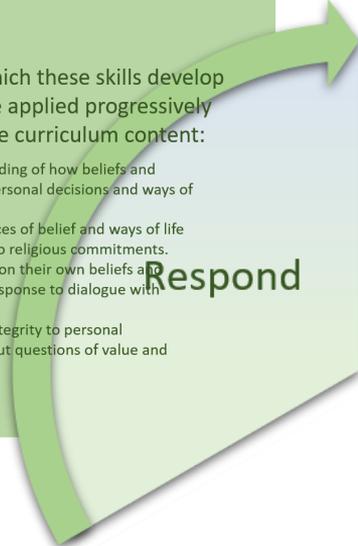
In this way of knowing, pupils will be invited to respond personally and with integrity by developing the skills to:

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

## PROGRESSION

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Say what they wonder about.
- Ask questions about the world and their place in it.
- Talk about their own feelings.
- Respond personally to questions that are difficult to answer.
- Make links between their own feelings and beliefs and their behaviour or way of life.
- Compare their own and other peoples' responses.
- Show understanding of how beliefs and values inform personal decisions and ways of life.
- Explain differences of belief and ways of life with reference to religious commitments.
- Critically reflect on their own beliefs and ways of life in response to dialogue with others.
- Respond with integrity to personal conclusions about questions of value and meaning.



Respond

## AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

## SKILLS:

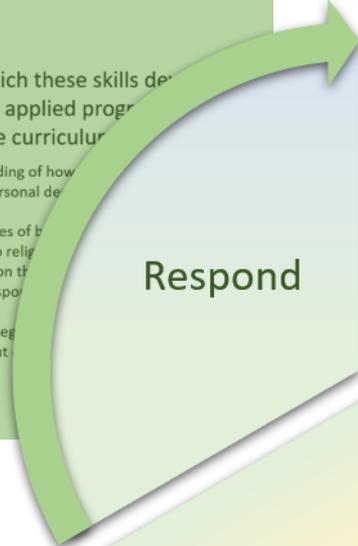
In this way of knowing, pupils will be invited to respond personally and with integrity by developing the skills to:

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

## PROGRESSION

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum.

- Say what they wonder about.
- Ask questions about the world and their place in it.
- Talk about their own feelings.
- Respond personally to questions that are difficult to answer.
- Make links between their own feelings and beliefs and their behaviour or way of life.
- Compare their own and other peoples' responses.
- Show understanding of how values inform personal decisions in life.
- Explain differences of beliefs with reference to religious texts.
- Critically reflect on the ways of life in response to others.
- Respond with integrity to conclusions about meaning.



Respond

### AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

#### SKILLS:

In this way of knowing, pupils will be invited to respond personally and with integrity by developing the skills to:

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

#### PROGRESSION

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Say what they wonder about...
- Ask questions about the world and their place in it...
- Talk about their own feelings...
- Respond personally to questions that are difficult to answer...
- Make links between their own feelings and beliefs, and their behaviour or way of life...
- Compare their own and other peoples' responses...
- Show understanding of how beliefs and values inform personal decisions and ways of life...
- Explain differences of belief and ways of life with reference to religious communities...
- Critically reflect on their own beliefs and ways of life in response to dialogue with others...
- Respond with integrity to personal conclusions about questions of meaning...

### AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

#### SKILLS:

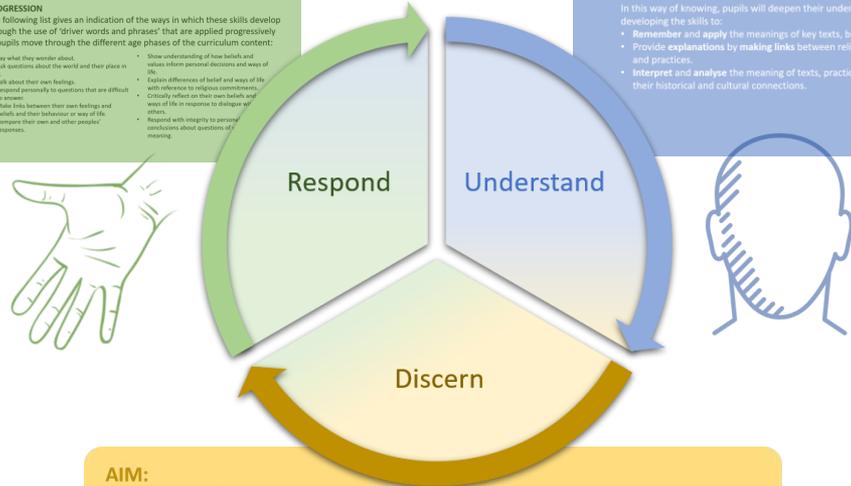
In this way of knowing, pupils will deepen their understanding by developing the skills to:

- Remember and apply the meanings of key texts, beliefs and concepts.
- Provide explanations by making links between religious texts, beliefs and practices.
- Interpret and analyse the meaning of texts, practices and rituals and their historical and cultural connections.

#### PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise... texts, beliefs, rites, ways of life...
- Name...
- Remember...
- Recall...
- Retell...
- Describe...
- Make links...
- Explain...
- Show understanding...
- Interpret within a historical context...



### AIM:

In this way of knowing, we are aiming to help pupils to be able to **judge wisely** in response to **different interpretations** of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can arrive at **justified conclusions** about what is true and good.

#### SKILLS:

In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:

- Test ideas by comparing different interpretations, different ways of celebrating rites and different ways of life.
- Explain differences within and between religions and worldviews.
- Critically evaluate differences to arrive at wise judgements about disputed questions.

#### PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise similarities and differences...
- Point out what is the same and what is different...
- Express a point of view or a preference...
- Listen to contrary viewpoints...
- Express a preference with reasons...
- Explain differences...
- Construct arguments...
- Weigh strengths and weaknesses...
- Arrive at justified conclusions...
- Recognise complexity with reference to different interpretations and historical context...

# The new Catholic Schools Inspectorate

---

An update and an encouragement for  
ATCRE members

# National Inspection Framework



# Inspection: People

---



Part of the process is the recruitment, training and accreditation of inspectors



The working party has drafted a set of eligibility criteria



Planning the training has begun this term



Accreditation will follow the successful completion of a recruitment and training process.

# Progress update

- The evaluation schedule and grade descriptors will be approved by the bishops this October
- The process parts of the document will be completed before Christmas
- The full handbook to be presented to the department for review and approval in the Summer.
- Original plan was to introduce the new framework in September 2021, however...