

RVE - Reflective Professional Dialogue

Reflective Questions from Estyn's Annual Report 2024-25, Cross Cutting Themes - **Developing the Humanities area of learning and experience (AoLE)**

1. Do your senior leaders ensure that learners have the time they need to develop knowledge, understanding and skills in RVE?
2. How well do leaders, at all levels, evaluate the effectiveness of the RVE curriculum?
How well is the impact of provision on learners' progress and attainment considered?
How well is RVE knowledge, understanding and skills developed over time?
3. Do leaders consider a range of first-hand evidence when making their evaluations, including observations of teaching, work scrutiny, data and learners' views?
How well do leaders triangulate the findings to identify strengths and areas for improvement?
4. How well does the RVE department plan for improvement?
Does the department identify clear success criteria which outline the desired impact of any changes to provision on learners' progress?
5. Is the RVE curriculum sufficiently broad and balanced?
Does the RVE curriculum favour some disciplines over others?
6. Does the RVE department consider carefully enough the cross-cutting themes of diversity and human rights?
7. How well does the RVE department develop pedagogical approaches to help learners learn in RVE? *(For example, when considering multiple viewpoints on complex topics in RVE).*
8. How well does the RVE department plan how they will introduce key concepts and develop learners' breadth and depth of knowledge to support them to make progress over time?
9. How well does the RVE department support learners to use a variety of disciplinary skills with increasing accuracy and fluency? *(This includes how teachers help learners to frame questions, use evidence to construct and support answers and represent and interpret enquiry results.)*
10. How well does the RVE department plan opportunities for learners to transfer their existing knowledge, understanding and skills into new and unfamiliar contexts?
Does the RVE curriculum allow learners to deepen their knowledge, understanding and skills?
11. How well does the RVE department collaborate with the humanities team to plan for the progressive development of learners' knowledge, understanding and skills in the humanities during transition from one phase to another, including primary to secondary phase?
12. Are aspects of the RVE/humanities curriculum tackled superficially?
(For example, by cherry picking the sensational without developing the context to allow learners to deepen their understanding?)
13. How well does the RVE department plan for increasingly sophisticated enquiry questions?
14. How well does the RVE department help learners develop their independence *(opportunities to find suitable information, make predictions and hypotheses, make judgements about reliability and utility, or analyse data)?*
15. How well does the RVE department help learners:
 - o understand the distinct skills, knowledge and understanding of disciplines within the humanities?
 - o make links within and between periods and places?
 - o identify similarities and differences?
 - o identify changes and continuities?
 - o develop an understanding of chronology through careful sequencing of the curriculum?
 - o use their understanding of concepts to identify connections in their learning?

Religion, Values and Ethics Self Evaluation - [Click here](#) for Effective Planning Questions

Questions for reflection <i>(Based on Estyn's reflection questions)</i>	Related questions for the RVE department	Notes from your conversations with colleagues / LA Advisor	Your PL requirements	Next steps
<p>1. Do your senior leaders ensure that learners have the time they need to develop knowledge, understanding and skills in RVE?</p>	<p>a) How much curriculum time is allocated to RVE in each year group?</p> <p>b) How does this compare with other Humanities subjects?</p> <p>c) Is the time allocated sufficient to support meaningful development of knowledge, understanding and skills in RVE (including disciplinary skills)?</p>			
<p>2. How well do leaders, at all levels, evaluate the effectiveness of the RVE curriculum?</p> <p>How well is the impact of provision on learners' progress and attainment considered?</p> <p>How well is RVE knowledge, understanding and skills developed over time?</p>	<p>a) Who is involved in evaluating RVE or Humanities in your school?</p> <p>b) When and how is this evaluation carried out (e.g. reviews, discussions, monitoring)?</p> <p>c) How effective is this process in supporting you to make improvements in RVE?</p> <p>d) How often are you asked to discuss learner progress in RVE?</p> <p>e) How do you assess the impact of your RVE curriculum and teaching on learners' progress over time?</p> <p>f) How well does your RVE curriculum support progression in knowledge, understanding and skills?</p>			
<p>3. Do leaders consider a range of first-hand evidence when making their evaluations, including observations of</p>	<p>a) How are RVE lessons monitored (e.g. observations, work scrutiny, learner voice)?</p>			

<p>teaching, work scrutiny, data and learners' views?</p> <p>How well do leaders triangulate the findings to identify strengths and areas for improvement?</p>	<p>b) What opportunities do learners have to share their views about RVE?</p> <p>c) How do you use books/work and observation to understand progression in RVE?</p> <p>d) How are findings from monitoring activities shared with you?</p> <p>e) How useful is the feedback in helping you improve your RVE curriculum and teaching?</p> <p>f) How do you bring together different evidence (e.g. learner voice, work scrutiny, observations) to identify strengths and next steps?</p>			
<p>4. How well does the RVE department plan for improvement?</p> <p>Does the department identify clear success criteria which outline the desired impact of any changes to provision on learners' progress?</p>	<p>a) How is RVE represented in the School Development Plan (SDP)?</p> <p>b) What professional learning (PL) is available to support your RVE teaching?</p> <p>c) What opportunities do you have to collaborate with colleagues to improve RVE?</p> <p>d) How are timetabling and curriculum design reviewed to ensure equity for RVE?</p> <p>e) Are you clear about the priorities for improving RVE in your school?</p> <p>f) What success criteria are in place, and how do they link to learner progress?</p> <p>g) How do you know whether changes to RVE are having the intended impact?</p>			
<p>5. Is the RVE curriculum sufficiently broad and balanced?</p>	<p>a) How well does your RVE curriculum reflect a wide range of religions, beliefs and worldviews?</p>			

<p>Does the RVE curriculum favour some disciplines over others?</p>	<p>b) Do learners experience a balanced range of content across RVE? c) How do you ensure depth as well as breadth in your RVE provision? d) How is RVE positioned within your school's Humanities curriculum? e) Does RVE receive comparable time, priority and status to other disciplines? f) How do you ensure RVE is not overlooked when planning Humanities topics?</p>			
<p>6. Does the RVE department consider carefully enough the cross-cutting themes of diversity and human rights?</p>	<p>g) How do you explicitly plan to explore diversity, equity and human rights in RVE? h) How well do learners engage with real-life issues and contemporary contexts? i) How do you support learners to develop respect and understanding of different perspectives?</p>			
<p>7. How well does the RVE department develop pedagogical approaches to help learners learn in RVE?</p> <p><i>(For example, when considering multiple viewpoints on complex topics in RVE.)</i></p>	<p>a) What teaching strategies do you use to help learners explore multiple viewpoints in RVE? b) How do you support learners to discuss complex or sensitive issues thoughtfully? c) How do your approaches encourage critical thinking and meaningful dialogue?</p>			
<p>8. How well does the RVE department plan how they will introduce key concepts and develop learners' breadth and</p>	<p>a) What are the key concepts in your RVE curriculum, and how are they introduced and revisited?</p>			

<p>depth of knowledge to support them to make progress over time?</p>	<p>b) How do you ensure learners build knowledge progressively over time? c) How do you balance surface knowledge with deeper understanding?</p>			
<p>9. How well does the RVE department support learners to use a variety of disciplinary skills with increasing accuracy and fluency? <i>(This includes how teachers help learners to frame questions, use evidence to construct and support answers and represent and interpret enquiry results.)</i></p>	<p>a) How do you develop enquiry skills in RVE (e.g. questioning, interpreting sources, evaluating viewpoints)? b) How do learners use evidence to support their ideas and responses? c) How do you build accuracy and fluency in these skills over time?</p>			
<p>10. How well does the RVE department plan opportunities for learners to transfer their existing knowledge, understanding and skills into new and unfamiliar contexts? Does the RVE curriculum allow learners to deepen their knowledge, understanding and skills?</p>	<p>a) How do you provide opportunities for learners to apply their RVE learning in new or unfamiliar contexts? b) How do you encourage learners to make connections beyond a single topic or unit? c) Can learners use their understanding to respond to real-world issues? d) How do your RVE lessons move beyond surface-level knowledge? e) How do you ensure learners revisit and deepen key ideas over time? f) What opportunities are there for extended thinking and reflection?</p>			
<p>11. How well does the RVE department collaborate with the humanities</p>	<p>a) How do you collaborate with colleagues within and beyond</p>			

<p>team to plan for the progressive development of learners' knowledge, understanding and skills in the humanities during transition from one phase to another, including primary to secondary phase?</p>	<p>your school to plan progression in RVE?</p> <p>b) What arrangements are in place to support continuity in RVE learning between phases?</p> <p>c) How is information about learners' prior learning shared?</p>			
<p>12. Are aspects of the RVE/humanities curriculum tackled superficially?</p> <p><i>(For example, by cherry picking the sensational without developing the context to allow learners to deepen their understanding?)</i></p>	<p>a) How do you avoid superficial coverage of religions, beliefs and practices?</p> <p>b) How do you ensure learners understand context, not just key facts or "interesting" elements?</p> <p>c) How do you challenge misconceptions or stereotypes?</p>			
<p>13. How well does the RVE department plan for increasingly sophisticated enquiry questions?</p>	<p>a) How do you develop learners' ability to ask and respond to deeper, more complex questions in RVE?</p> <p>b) How do enquiry questions build in challenge over time?</p> <p>c) How do you support learners to engage with open-ended or philosophical questions?</p>			
<p>14. How well does the RVE department help learners develop their independence <i>(opportunities to find suitable information, make predictions and hypotheses, make</i></p>	<p>a) How do you support learners to research, select and evaluate information independently?</p> <p>b) How do learners develop skills such as forming hypotheses, making judgements and analysing information in RVE?</p>			

<p><i>judgements about reliability and utility, or analyse data)?</i></p>				
<p>15. How well does the RVE department help learners:</p> <ul style="list-style-type: none"> • understand the distinct skills, knowledge and understanding of disciplines within the humanities? • make links within and between periods and places? • identify similarities and differences? • identify changes and continuities? • develop an understanding of chronology through careful sequencing of the curriculum? • use their understanding of concepts to identify connections in their learning? 	<ul style="list-style-type: none"> a) How do learners understand the distinctive nature of RVE within Humanities? b) How do you help learners make links between different beliefs, practices, times and places? c) How do learners identify similarities, differences, change and continuity? d) How do you sequence your RVE curriculum to help learners develop an understanding of how beliefs, practices and worldviews have developed over time? e) How do you support learners to use key concepts to connect their learning across topics? 			

Supporting effective planning

Coherence, breadth and depth of the Humanities curriculum is vital. Without effective planning this cannot be achieved. This document aims to provide teachers with a range of helpful questions to consider when planning their RVE curriculum as part of the wider Humanities curriculum in their school. This document is not meant to be used in isolation. It is imperative for teachers to also consider their locally agreed syllabus / the RVE guidance on Hwb and the wider Curriculum for Wales guidance including the Humanities statements of what matters and descriptions of learning.

Questions to consider during the initial planning process:

- What do we want our learners to know, understand and be able to do in RVE over time.
- Why are we teaching that? Is it worthwhile?
- Why are we teaching it then? Is it at the right time for all of our learners? Are all learners' needs considered?
- Does it build well on prior learning (including cross phase)?
- What progress do we want learners to make?
- How are we going to support them in making that progress?
- How will we know that learners are making progress?
- How will we assess the progress?
- How can we make our assessments inclusive and purposeful?
- What questions will we ask? Are they helpful for assessing / supporting progress?
- Are there better questions we can ask to assess / support progress?
- How will we support our learners to become independent learners and thinkers?
- How is our RVE curriculum supporting literacy, numeracy and digital competence
- Does our curriculum provide opportunities to explore and promote diversity and inclusion? What might this look like?
- Does our curriculum help to develop a positive sense of identity, curiosity and cynefin? How might it do that?
- Do we use formative and / or summative assessments? What do we do with this information?