

Questions for RE Curriculum Leaders to consider

How is your RE curriculum conceived, taught and experienced?

How do you know that your pupils 'know more' and are able to do more?

This should be linked to your vision and for C of E schools to 'life in all its fullness.'

How do you present your curriculum?

Do you have high ambition for all students not offering SEN pupils a reduced curriculum, for example.

Can you tell us about the intent, implementation and impact of your curriculum?

Is the intent rooted in the solid consensus?

Is your curriculum planned and sequenced so that new knowledge and skills build on what has been taught before?

Do you have curriculum flexibility {within the structure of paragraph 172 of the new framework)

Are your whole staff able to talk knowledgeably about the end points in your RE curriculum and where you are trying to get your pupils to?

Does your RE policy reflect your curriculum intent?

Have you noted what the end point will be?

In terms of implementation, how effectively is your subject being taught.

Do your subject leads know if planning matches what is taught?

Does your CPD as an organisation reflect our support for this?

Is the depth of challenge evident in students' books?

How is assessment data used to inform teaching and planning?