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**RE leader work scrutiny**

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| **Subject** | **Subject leader** | **Date** |
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|  | **Strengths of planning** | **Balanced RE curriculum**  | **Commentary on pupils’ work** | **Triangulation with other subjects**  | **Next steps** |
| **Nursery****(optional)** |  |  |  |  |  |
| **Rec** |  |  |  |  |  |
| **Y1** |  |  |  |  |  |
| **Y2** |  |  |  |  |  |
| **Y3** |  |  |  |  |  |
| **Y4** |  |  |  |  |  |
| **Y5** |  |  |  |  |  |
| **Y6** |  |  |  |  |  |

**Things to consider:**

**Planning:**

* Driven by a big question and an enquiry approach to learning
* Evidence of sequential learning – lessons build on from each other
* Evidence of knowledge and skills being taught
* Evidence of religious vocabulary being taught, revisited and reviewed
* Evidence of talk/discussion permeating the lessons
* Opportunities for personal reflection and activities that promote this
* Variety of learning activities
* Open questioning
* Effective use and selection of resources
* Planning follows the school long- and medium-term plans

**Balanced RE Curriculum: Overview of the cohort**

* Evidence of the following being taught: Theology, philosophy and human/social science (believing, thinking, living)
* Evidence that Christianity and other world faiths are being taught
* Evidence that subject knowledge and religious vocabulary is being accurately taught
* Evidence that the curriculum is being delivered through an enquiry approach
* Resources used to show the diversity of the Faith, e.g worldwide Christianity
* Evidence of opportunities to consider own ideas and listen to those of others
* Time to consider fundamental questions of life
* Opportunitie*s* to reflect on own ideas and beliefs in the light of what they have learnt.

**Commentary on pupils’ work** (sample across the ability range including pupils with SEND and who are disadvantaged)

* Learning is pitched at the correct level for age related expectations
* Work is differentiated
* Work matches planning
* Work shows a variety of activities being undertaken
* Evidence of progress towards end of year expectations
* Learning in books aligns with teacher assessments in RE
* Marking relates to the RE learning objective and offers next steps in learning or ideas for the pupils to consider in order to develop their religious literacy

**Triangulation with other subjects:**

* Do the books match other core subjects?
* Are there the same expectations set for RE as for other core subjects?
* Is the quality of marking and pupil responses to marking, in line with other core subjects?
* What does progress look like for the individual pupil when considered against the progress the pupil is making in other core subjects?
* What does the progress for the cohort look like when considered against other core subjects?

**Next steps:**

* Strengths
* Development areas (no more than three)