**RE **

**Learning walk**

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| **Questions to ask** | **Yes** | **Inconsistent** | **No** |
| **Is the learning enquiry-based?** |  |  |  |
| **Do pupils know the big question they are exploring?** |  |  |  |
| **Is the lesson driven by an enquiry question?** |  |  |  |
| **Do pupils know the core concept they are exploring when learning about Christianity?** |  |  |  |
| **Is religious vocabulary being taught and re-visited?** |  |  |  |
| **Is a balanced RE curriculum being offered?**  **(Theology, philosophy and human and social science)** |  |  |  |
| **Are the lessons sequentially taught?** |  |  |  |
| **Are there opportunities for pupils to engage in Biblical text analysis?** |  |  |  |
| **Is there evidence of effective differentiation?** |  |  |  |
| **Are lessons engaging and motivating for all pupils?** |  |  |  |
| **Are assessment opportunities being provided throughout the unit of learning?** |  |  |  |

**Further comments:**

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| **How is the teaching and learning developing pupils’ religious literacy?** |

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| **Are pupils engaged in the learning? How do you know?** |

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| **What opportunities are being provided for pupils to think critically?** |

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| **Are there opportunities for pupils to ask questions?** |

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| **What opportunities are being provided for pupils to share, develop and express their own views and opinions?** |

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| **How are pupils being challenged?** |

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| **How are pupils building on and using their prior knowledge?** |

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| **Quality of outcomes** |

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| **Are pupils making progress? How do you know?** |

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| **Next steps:** |