

Post Inspection RE Survey Statements

1. Curriculum content selection can be described as sufficiently deep to enable pupils to gain accurate and deep knowledge.
2. The curriculum systematically builds substantive knowledge across the whole school.
3. The curriculum systematically builds personal knowledge across the whole school.
4. Curriculum content across the whole school enables pupils to understand Christianity, including the diversity in belief that is part of the Christian faith.
5. Curriculum content across the whole school enables pupils to specifically gain knowledge and understanding about Christianity as a global faith, including the diversity in belief that is part of Christianity as a global faith.
6. Curriculum content across the whole school enables pupils to make sense of religious traditions other than Christianity, including diversity of belief within those religious traditions.
7. Curriculum content across the whole school enables pupils to make sense of non-religious traditions and worldviews, including diversity of belief within those non-religious traditions and worldviews.
8. Timetabled provision for RE for each year group/class is regular enough to enable pupils to remember what they have learnt.
9. In secondary schools, there is core RE provision for pupils in KS3 and KS4 who are not studying for a recognised qualification in RE.
10. In secondary schools with a sixth form, core RE for every pupil (in addition to any A Level provision) is part of the KS5 curriculum.
11. Where core RE is taught in KS5, it is of high-quality.
12. CPD is provided for all staff who teach RE.
13. (VA only) RE CPD for staff enhances the quality of teaching.
14. (VA only) There is evidence across the school of a range of disciplinary lenses (theology, philosophy, human/social science) being utilised in the teaching of RE.
15. (VA only) The quality of teaching about Christianity enables pupils to gain systematically deeper knowledge and understanding as they progress through the school.
16. (VA only) The quality of teaching about religious traditions other than Christianity enables pupils to gain systematically deeper knowledge and understanding as they progress through the school.
17. (VA only) The quality of teaching about non-religious traditions and worldviews enables pupils to gain systematically deeper knowledge and understanding as they progress through the school.
18. (VA only) Assessment reflects pupils' understanding of increasingly complex content over time.