

**IQ 6&7**

**Inspection questions:**

IQ6: Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

IQ7: What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

**Sub questions:**

**These are for information only and inspectors must not expect that they will be answered/used**

IQ6

a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?

b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?

c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

IQ7

a) What is the quality of teaching?

b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?<sup>1</sup>

c) How does assessment inform teaching and learning?

**Points to note:**

IQ6 is about curriculum and subject leadership only – don't inspect teaching and learning.

IQ7 is about teaching, learning and progress. Teaching and learning must be explored on inspection, through scrutiny, learning walks and discussions with staff and pupils.

Note the reference to the RE Statement of Entitlement. Have a copy of the Statement with you when inspecting. Note the Methodist statement where applicable.

The provision, profile, and priority of religious education in all key stages:

- What do we mean when describing RE as a 'core subject'?
- How does this affect its place on the timetable?
- What does exam entry look like at 16 and 18, if applicable?
- What does core RE entitlement look like in KS5?

A challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?

- What is the quality of the curriculum?
- Is the curriculum balanced?
  - Range of faiths studies
  - Balance of disciplines: theology, philosophy, human sciences
- An appreciation of Christianity as a global, world faith – not a eurocentric approach to Christianity.

Resourcing of RE and continuing professional development for staff:

- How is RE led and resourced? Who teaches the subject? In a secondary school how are the specialist teachers deployed?
- How does the subject lead keep up-to-date with national developments?
- How do they ensure that this knowledge and expertise is shared with all those who teach the subject.

## Possible LOE

Possible questions to pursue LOE in the **context** of the school:

### LOE The effectiveness of curriculum planning in RE

- How is the curriculum content coherent, sequential and does it build on prior learning of knowledge, skills and concepts?
- How does the curriculum in RE secure appropriate challenge across the breadth of the curriculum content including a range of faiths?
- How is progress tracked in learning, knowledge and skills through the curriculum?
- How is the curriculum balanced in that it meets the requirement of at least 50% Christianity but also takes due account of different faiths and worldviews?
- How does the curriculum planning draw on theology (beliefs), philosophy (big questions) and human sciences (impact of faith on life)?
- How is curriculum planning in terms of time allocation and staffing effective?
- How are pupils able to follow an accredited course at KS4?
- What is the provision at KS5?

### LOE The effectiveness of the school in ensuring that pupils make progress in RE

- What evidence is there of progress in RE lessons and pupils work? Is this ambitious? How does it compare/relate to local expectations as set out in the LAS?
- What is the quality of teaching and learning in RE? How do leaders know?
- How well does the school monitor and evaluate the quality of teaching and learning in RE?
- How well do the outcomes from the self-evaluation of RE feed into planning to further develop the quality of RE?

## Suggested activities to pursue LOE

Consideration of any policies, **development plans, timetabling, staffing and other documentation**

### Discuss with leaders (include governors):

- how far they understand the Statement of Entitlement and follow it.
- how well they monitor teaching and work of those who teach RE.
- how far they monitor if schemes of work/the curriculum enable pupils to make progress in RE.
- how they enact their legal responsibility for the RE syllabus (VA schools).

### Discuss with pupils:

- how they see the importance of RE.
- how they learn, enjoy the lessons and gain sequential knowledge from them.
- how has it enabled them to flourish in their RE learning.

### Discuss with curriculum lead for RE:

- how work is sequenced to ensure progression and progress.
- how they know if/how pupils are making progress.
- development work in the subject – outcomes, curriculum design, staff subject knowledge/expertise etc.
- staff training, resourcing, status of subject e.g. exam entry.

### Discussion with staff who teach RE:

- their work and how they are guided, developed and monitored.

### In learning walks and scrutiny of work

- look for progress in learning and quality of curriculum.