Religious Education:
ENABLING EVERY CHILD TO FLOURISH

Let's talk about... Religious Education



This booklet provides a range of questions to ask the people who should be able to tell you most about RE in your school. We believe that by asking the right questions, you will gain a better picture of the impact of RE, and that this will provide a springboard for continuing improvement.

Feel free to select which questions to use and to add, adapt or re-word questions as appropriate.

The questions can be adapted for use in all schools but are most suitable for Church of England primary schools.

THE CHURCH OF ENGLAND SUFFOLK

PUPILS

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1. Can you tell me what you have been learning about in RE? How does this connect with what you learned last year?
2. Why do you think you learn RE in school? What difference would it make if you didn't have RE?
3. Is your knowledge improving in RE?
4. Can you tell me about some learning you really enjoyed in RE? Why did you enjoy it?
5. What creative activities do you do in RE?
6. What would make RE even better? What would you like to do more of or learn more about?
7. How does RE help you as a learner and a person? Has anything you've learnt about inspired you?
8. Are people's views listened to and respected in RE?
9. Do discussions in RE ever refer to or remind you of your school's Christian vision?

STAFF

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1. Can you tell me about a unit of RE you really enjoyed teaching? Why did you enjoy it?
2. Have there been occasions where you felt you needed help in RE? What support and professional development have you received?
3. Do you think the pupils' religious literacy is improving? Do they draw on prior learning?
4. Does RE allow for different ways of recording, creative activities and cross-curricular links?
5. How do you mark and assess in RE?
6. Are standards in RE comparable to other subjects?
7. Do pupils show enthusiasm for RE?
8. What would make RE even better for you and for them?
9. How does RE link to the school's Christian vision?
10. How does RE help pupils flourish as learners and as people?
11. What feedback do you give the RE leader about RE?

GOVERNORS

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1. Is RE discussed by governors? Are you clear about the purpose of RE and the statutory requirements in a church school?
2. Have you had training on RE in schools?
3. What do you know about the RE curriculum at this school?
4. How have you worked with the subject leader to ensure an effective strategy for monitoring RE?
5. Are the pupils making good progress? Are standards high enough? How do you know?
6. Who teaches RE? Are they supported well?
7. Are children withdrawn from RE? How are they supervised?
8. How effective do you think RE is in helping pupils flourish as learners and as people?
9. Do you think the school's approach to RE is in line with the Christian vision?
10. What would make your role even more effective in supporting RE?
11. For the incumbent: Is Christianity taught as a living world faith i.e. more than just naming parts of a church? Do pupils engage with theological beliefs, Biblical text and how Christians live out their faith? How do you know? Do you/church members visit RE lessons? How does the school use the parish church for RE?

RE LEADER AND HEADTEACHER

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1. How does RE meet the expectations of the syllabus and the Statement of Entitlement?
2. How is RE planned? How is planning and teaching monitored to ensure high quality?
3. Do staff and children enjoy RE? How do you know?
4. What is the balance between teaching Christianity and other worldviews?
5. Is pupil's religious literacy improving?
6. Do all pupils have the opportunity to complete challenging tasks in RE?
7. How is pupils' learning recorded?
8. How is learning assessed? Is there a marking policy which affects RE?
9. Does RE provide a safe space for pupils to discuss and reflect?
10. What opportunities are there for spiritual development and for engaging with the Christian vision of the school?
11. What wider opportunities are provided for RE e.g. visits and visitors?
12. How are parents informed about RE, including the right to withdrawal, and the current RE curriculum?
13. Does RE feature in the school improvement plan? – what is being addressed currently? How is RE given a high profile? How many hours are spent teaching RE during a half term?