

## Checklist for people who manage, plan, teach and support RE

- **What implications do the school's ethos, values and aims have for the provision of RE?**  
For example, the school's specialist status, religious character, or the nature of the school's community.
- **What about the school's overall curriculum priorities?**  
Are statutory requirements for RE being met?  
Is RE's contribution in terms of raising standards and achievement being taken into account?
- **Will RE be taught separately, be combined with other subjects, or both?**
- **Will RE be taught every week, term or year in the key stage?**  
Is the programme of study required by the agreed syllabus properly met?  
Is the provision evaluated as part of the school's self-evaluation process?
- **What about curriculum design?**  
Does the RE curriculum ensure an appropriate balance between RE-led units, whether systematic or thematic, and cross-curricular units?
- **How will the organisation of the RE curriculum be adapted to suit individual pupils with different abilities and needs?**  
For example, the needs of the most able pupils can be met by accelerating their learning, and the needs of less high-achieving pupils can be met by reinforcement techniques.
- **How will the design of the RE curriculum help pupils to make a smooth transfer from one key stage to the next and to make steady progress within a key stage?**  
For example, through the provision of bridging units to support transition from key stage 2 to 3.
- **What about curriculum enrichment?**  
What might need to be added to the RE curriculum to enrich pupils' learning in terms of, for example, fieldwork, Learning Outside the Classroom (LOtC), and special focus days?