

Subject Leader FAQs



Subject Religious Education

Question	Answer
1. How long have you been the subject leader?	I have been subject leader for RE since 2012
2. What are your strengths as RE subject leader?	I am passionate about the teaching of RE in school as I believe that it crosses so many areas of the curriculum and underpins the ethos of the school. I have a particular interest in Holocaust Education and have been running workshops out of school for 22 years. I regularly meet with other local RE teachers and use social media platforms to enhance ideas.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	I really believe that the coverage of RE at Rickmansworth Park has become more thorough and it is more valued as a subject. My passion for the subject has encouraged teachers to use a variety of lesson styles and children demonstrate their knowledge through Art, Drama as well as games and a variety of writing tasks.
4. What are the key strengths in this subject?	There are so many! At RPS we encourage and promote tolerance not just in religion but in all areas. The similarities between the different religions are a key focus which we look at in order for children to understand that we have all many of the same morals and values, even if our religious practises are different. However, we also emphasise the differences between religions so that we can promote respect and tolerance.
5. What areas for development have you identified in this subject?	I am planning to introduce a portfolio to exhibit the expected outcomes for all year groups. There is also a whole school week of Reflection which will encourage children to think about the more spiritual aspects of RE.
6. How do you know how well pupils are achieving?	I monitor RE through regular book scrutinies and Pupil Voice interviews. These groups are made up of mixed ability pupils, SEND, EAL, EYFS, Disadvantaged children as well as a mix of boys and girls and children from all ethnic backgrounds. Teachers support each other and will raise any issue of concern. There is also an RE tracking document which gives an overview of children's ability across the school.
7. How does the school meet the needs of all groups within this subject?	Planning differentiates lessons to accommodate children of different abilities but often where children are in a family where religion plays an important part these children rise to the fore as teachers make use of their personal experiences and knowledge. Children who need extra help are supported individually.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	Each year I give an update to the Govenors regarding the current RE curriculum. Govenors are made aware of and have been impressed by the many visitors and trips that we undertake. Govenors also attend the Wider Curriculum Open Morning where they can observe an RE lesson.