Subject Leader FAQs

Name Emma Peak **Subject** R.E

Question	Answer
1. How long have you been the subject leader?	I took over as RE Subject Lead from Rochelle Hope in September 2026, in a caretaking role.
2. What are your strengths as R.E 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 joined some local RE teaching groups and look forward to working with other teachers.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	The coverage of RE at Rickmansworth Park has become more thorough and it is more valued as a subject. I am looking forward to updating the curriculum when the new Primary National Curriculum is released in Spring 2027 and the new Herts Agreed Syllabus.
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 practices are different. However, we also emphasise the differences between religions so that we can promote respect and tolerance. We have strong links with Watford Schools Trust who regularly deliver lessons with a Christian focus to all classes.
5. What areas for development have you identified in this subject?	I am continuing to update the portfolio of children's work to exhibit the expected outcomes for all year groups. There is also a whole school week of Reflection planned for September 2026 which will encourage children to think about the more spiritual aspects of RE. We are working on incorporating more humanism and philosophy into the curriulum
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?	Where relevant, lessons are differentiated to accommodate children of different abilities. Differentiation may also be by outcome. Children from religious families are encouraged to share their experiences if they feel comfortable to do so and 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?	Governors receive updates from curriculum leaders in a cycle and are welcome to attend Wider Curriculum Open mornings and class assemblies where RE work may be showcased.

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