

Religious Education Camden criteria

These descriptors have been written and curated by B&D SACRE based on the DfE 2013 criteria for RE and the new 2025 Ofsted framework.

Exceptional

- RE provision is innovative, influential and exemplary, demonstrating practice that could be shared beyond the local authority (nationally).
- Pupils demonstrate exceptional religious literacy, deep understanding of religion and belief, and sustained progress across a wide range of traditions and worldviews.
- Teaching is consistently high quality, expert and imaginative, enabling pupils to think independently, ask challenging questions and engage deeply with issues of meaning, truth and value.
- RE makes an outstanding contribution to pupils' SMSC development, dialogue skills and community cohesion.
- Subject leadership is highly effective and outward-facing, driving improvement through rigorous self-evaluation, high-quality professional development and strong partnerships with communities of religion and belief.

Strong Standard

- RE is well established and consistently strong, leading to clear positive outcomes for pupils' learning and personal development.
- The curriculum is broad, balanced and engaging, meeting statutory requirements and supporting progression and enrichment.
- Pupils have a good level of religious literacy and make secure progress in understanding religions, beliefs and worldviews, and their relevance to contemporary life.
- RE makes a strong contribution to SMSC development, including respect for difference and discussion of diverse beliefs.
- Leadership ensures inclusive participation, effective monitoring, and ongoing improvement in provision and outcomes.

Expected Standard

- RE meets statutory and local expectations and provides all pupils with their entitlement to high-quality religious education.
- Pupils develop secure foundational knowledge and understanding of religions and beliefs and can make some connections to their own lives.
- The curriculum follows the locally agreed syllabus or equivalent, with appropriate breadth and progression.
- RE contributes appropriately to pupils' SMSC development.
- Leaders monitor provision and outcomes so that all pupils can participate, including those with SEND.

Needs Attention

- RE does not yet meet all expectations; one or more aspects of teaching, curriculum, leadership or outcomes require improvement.
- Pupils' understanding of religion and belief is uneven or superficial, and progress is inconsistent.
- The curriculum partially meets requirements, but progression, depth or enrichment are limited.
- The contribution of RE to SMSC development and inclusion is inconsistent.
- Monitoring identifies issues, but actions are not yet securing sufficient improvement.

Urgent Improvement

- RE provision is ineffective and does not meet statutory requirements or pupils' entitlement.

- Pupils make poor progress, show limited religious literacy, and are disengaged from learning in RE.
- The curriculum lacks coherence, breadth or continuity, and fails to secure progression.
- RE makes little or no contribution to pupils' SMSC development, inclusion or community cohesion.
- Leadership and management are insufficiently effective to secure improvement without urgent action.