**Supporting the subject:** How can I build up the status of RE?

**Check list to support development planning of the subject.**

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|  | **Fully** | **Partially** | **Not at all** |
| Are all the legally requirements of the subject met? |  |  |  |
| Is there a clear job description in place for the subject leader? |  |  |  |
| Is there an up to date RE policy in place? |  |  |  |
| Is RE provision recognised as at least good provision internally (e.g, by governors) and externally (e.g. by inspectors – SIAMS/Ofsted)? If not, are there any realistic plans to change and improve |  |  |  |
| Is RE on the school improvement plan? |  |  |  |
| Is the RE leader an ‘expert’ in the subject? (Strong subject knowledge, able to effectively lead the subject, able to develop others.) |  |  |  |
| Are there opportunities in the school’s CPD programme for staff to receive high quality training in the subject? |  |  |  |
| Does the school recognise the contribution of RE to whole-school requirements such as SMSC, the promotion of British values and pupils’ well-being? |  |  |  |
| Does the school adhere to the Church of England Statement of Entitlement for RE? |  |  |  |
| Is the subject given high priority in the timetable? |  |  |  |
| Does the RE curriculum promote human flourishing through delivering high quality teaching and learning in RE? |  |  |  |
| Is the RE curriculum an expression of the school’s vision? |  |  |  |
| Is the subject driven by a line of enquiry?  Big questions  Core concepts |  |  |  |
| Is the range of teaching and learning in RE broad and deep, enabling achievement for all (particularly, achievement for the vulnerable groups?) |  |  |  |
| What do pupils say about RE? Is it challenging, engaging, interesting, thought provoking. Is RE a subject pupils enjoy and are inspired by? Is RE a subject they are proud of? If you don’t know, run a questionnaire to find out. |  |  |  |
| Are financial resources adequate in order to drive the subject forward? (Are they in line with other core subjects?) |  |  |  |
| Does the school have in place rigours systems of assessment and tracking of pupil progress? |  |  |  |
| Is there a system in place to moderate standards in RE on at least a termly basis?  E.g: Moderation – internal and external  Pupil progress meetings |  |  |  |
| Is there a rigours programme of monitoring and evaluation in place for the subject that feeds into school improvement, self-evaluation and effective action planning? |  |  |  |
| Is there a governor linked to the subject who reports regularly to the Governing Board? |  |  |  |
| Is the RE leader given ‘protected time’ to lead the subject and impact on standards? |  |  |  |
| Does the reporting of RE to parents match the structures in place for reporting other core subjects? |  |  |  |
| Do teachers share effective practice local and regionally? |  |  |  |
| Does the school engage in CPD within the diocese and beyond? |  |  |  |

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| **Further comments:** |