

In recent months, Ofsted has indicated that, under the new inspection framework, inspection teams will devote greater attention to RE and collective worship. It is in light of such indications that the Northumberland SACRE has prepared for senior school leaders some key questions they might like to consider, perhaps especially at the start of each academic year. It is hoped that the questions will focus minds on two important aspects of statutory school practice.

**Questions about RE and Collective Worship that senior school leaders might consider at the start of every academic year (perhaps in discussion with teachers, TAs and HLTAs responsible for teaching/delivering RE and/or collective worship).**

RE is a statutory requirement for all pupils and students from Reception to Sixth Form, unless they are withdrawn from the subject by their parents, or, if they are aged 18 or over, students withdraw themselves. Are all pupils and students except the ones withdrawn from the subject provided with RE?

How much RE is provided to each year group a week and are qualified teachers delivering it?

If some pupils or students are withdrawn from RE, what changes can be made to subject provision to ensure most or all such pupils and students benefit from its content?

What arrangements are made for pupils and students withdrawn from RE?

(If applicable) How many students take RE, RS and/or Ethics and Philosophy exams at GSCE and A Level? Can the number of students taking such exams be increased?

Are you a school that MUST use the locally agreed RE syllabus, or do you use a diocesan syllabus, or a syllabus of your own devising or choosing? If you MUST use the locally agreed syllabus, are teachers confident about using it and do they exploit all its content, not least the Guidance following the statutory requirements? If an alternative syllabus is used, are teachers confident using it and do they exploit all its content?

What external support is used to help deliver RE and collective worship? How often does the school undertake visits to enhance knowledge and understanding about diversity in religion and belief?

Has the school/RE department joined the North-East Religious Resources Centre from where over 30,000 books, audio-visual resources, etc. about RE and collective worship can be borrowed?

Does the school/RE department have links with any national bodies seeking to promote high quality RE (e.g. the Association of RE Inspectors, Advisors and Consultants)?

Because of its innovative work in the field of RE, has the school considered applying for the RE Quality Mark and/or the annual Accord Inclusivity Award?

Daily collective worship is a statutory requirement for all pupils and students not withdrawn from it. How often every week can the school provide collective worship to every pupil or student not withdrawn from it? If collective worship is not already daily, are there ways in which it can be provided more often?

If some pupils or students are withdrawn from collective worship, what changes can be made to its content to ensure most or all such pupils or students benefit from what is provided?

Northumberland County Council's "Policy and Guidelines for Acts of Collective Worship in Community Schools" not only clarifies the legal framework for collective worship, but also explains how collective worship can be made inclusive and easier to manage. When did staff in the school last utilise the policy and guidelines to help with collective worship provision?

Has an audit been undertaken to identify the CPD needs of staff responsible for teaching RE and/or planning for and delivering collective worship?

When common needs have been identified in relation to RE and/or collective worship, does your school liaise with neighbouring schools or schools in the same partnership to arrange CPD?

Is it known that members of the SACRE and officers in the local authority can assist with CPD about RE and collective worship and, if unable to fill gaps in knowledge, skills and understanding themselves, can offer advice about experts who provide high quality CPD?

To whom is the termly SACRE Newsletter circulated once it arrives in school and how often has its content inspired action in relation to RE and collective worship?

Does the school use National Interfaith Week in November to highlight the importance of discussing religion and belief?

Are other annual events/commemorations used to raise the profile of RE, collective worship and/or religion and belief (e.g. Holocaust Memorial Day, Darwin's Birthday, Women's World Day of Prayer, International Women's Day, St. George's Day, World Humanist Day, International Day of Peace, Black History Month, International Day for Tolerance, Human Rights Day)?

If someone in the school has not already done so, would a teacher or senior leader like to fill in the questionnaire about RE and collective worship circulated to all schools in Autumn 2018? The more data, etc. we have, the more constructive the SACRE and the local authority can be when meeting school needs and aspirations.