

SACRE Collective Worship Monitoring visit School _____ SACRE reps: _____ Date of visit _____

Points to consider	Evidence from Staff/Adult	Evidence from Children	Evidence from observation	Evidence from website/publicly available documents
Is there evidence of daily Collective Worship?				
Is there evidence of planned CW that is of a broadly Christian Character?				
How is CW planned and how do staff ensure it is age appropriate?				
What training is provided/ expectations set out?				
Who is involved in the delivery of CW? Are visitors checked/monitored?				
Is there an appropriate promotion of values?				
Is there evidence that CW is linked to/influenced by wider world issues?				
Is there appropriate time for thought/ reflection/ prayer? Is it effective?				
What resources are used for CW?				
How engaged are the children in CW?				
Is there evidence of CW influencing improvements/ maintenance in wider issues for individuals or groups?				
Have there been any withdrawals? How are they managed?				
Is there a policy/ statement to demonstrate aim of CW at the school? Is this agreed by governors and shared with parents and prospective parents? Inc withdrawal request process				
How was CW affected over covid and what has been learnt from that?				

Points to consider	Evidence from Staff/Adult	Evidence from Children	Evidence from observation	Evidence from website/publicly available documents
Is RE taught by specialist teachers?				
Has there been appropriate training to support HQ teaching?				
Is the Locally Agreed Syllabus (own/other if applicable) being followed/planned for? Is there sufficient inclusion of religious & other non-religious/world views evident in the planning?				
Does the website hold specific information about the RE curriculum that is easy to understand for a parent?				
What are the challenges for the delivery of HQ RE?				
How is RE provision organised?				
Are the pupils actively engaged in the lesson?				
Are pupils able to recognise the aspects of the cycle of Enquiry? And the skills they are developing? Are pupils able to draw on prior learning and knowledge retained as they move through the KS?				
Is there evidence of progress building over time? Do pupils know & remember more and apply this to their own lives?				
Can pupils recognise where RE is being taught? And what they are learning?				
Are there visits to local places of worship as a part of the provision?				
Are there planned opportunities for visitors?				
Who can follow an accredited course in RE (if approp.)? Is take up sustained/increasing/ limited in some way?				
Have there been any requests for withdrawal? How are they managed?				
Is there a policy/ statement to demonstrate aim of RE at the school? Is this agreed by governors + shared with parents+prospective parents?				
Is there a subject specific self-eval+ improvement plan?				
How was RE impacted over covid and what has been learned from that?				

UPDATED October 2021 A Philpott