

# Visits and visitors

## 8.2

### Checklist to support schools addressing the question, 'Are RE visits and visitors organised imaginatively, effectively and efficiently so that they make a significant contribution to RE's learning objectives?'

The following checklists are not exhaustive, but might be useful aids to planning. Many local and national organisations have formulated their own guidance on visits and visitors. For those wanting to organise *residential* visits, the 'Refuel' section of the REonline website contains a podcast with an experienced secondary head of RE describing how she goes about organising such an activity: [www.refuel.org.uk/podcasts/edvis-audio](http://www.refuel.org.uk/podcasts/edvis-audio).

#### Visits

- Have the visit's educational purposes (including links with concepts that are important in RE e.g. 'respect', 'reverence', 'special place') been set out?
- Are you sure that the destination of the visit is the right one to fulfil these educational purposes and development of RE concepts?
- Have all the school policy requirements for visits been met (e.g. costings, safeguarding, health and safety, risk assessment, notification of parents/carers, ratio of children to adults, transport)?
- Are there any special requirements/sensitivities to be borne in mind during the visit (e.g. removal of shoes, headwear, appropriate clothing, standing and sitting)?
- How will the host/s of the visit be involved in the planning process and how will they be briefed (including running through the educational purposes and RE concepts)?
- If this is the first time that the venue has been used, have you made a preliminary visit in order to check specific issues (e.g. access, toilet facilities, working facilities, opportunities to take photographs or for direct experience)?
- How will pupils be prepared/briefed for the visit (e.g. learning objectives, background, protocols and courtesies, what to expect, programme, behaviour)?
- How will adult helpers be briefed?
- What will be the format of the visit, including the activities that pupils will engage in?
- What particular equipment will pupils and/or adult helpers need to take (e.g. sketchpads, clipboards, cameras)?
- When will you make a final check with the host to make sure that all is prepared?
- How will you ensure that, for the hosts too, the visit is an enjoyable learning experience?
- What will be the follow-up to the visit (e.g. pupils' work, display, assembly and/or collective worship, school website, thanks to host)?
- How will the visit be reviewed so that possible improvements can be made in future?

# Visits and visitors

## 8.2 (Continued)

### Visitors

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- Have the educational purposes of the visit by the person/group (including links with concepts that are important in RE, e.g. 'awareness', 'dialogue') been set out?
- Are you sure that the visitor/s is the right person to fulfil these educational purposes (e.g. background knowledge, capacity to communicate well with the pupil age-group, ability to keep to time, etc.)?
- Have all the school policy requirements for visits, including those for safeguarding pupils, been met?
- Is the visitor/visiting group aware of what these educational purposes and safeguarding procedures are?
- Will the visitor/s need any special equipment?
- How will the pupils be prepared for the visit (e.g. background knowledge, preparing questions/questioners, understanding appropriate boundaries and expectations)?
- What will be the format of the meeting between visitor/s and pupils (e.g. introduction, questions and answers, time for reflection, paired or group work)?
- When will you make a final check to make sure that the visitor/s is prepared for the meeting?
- How will you ensure that, for the visitor/s too, the meeting is an enjoyable learning experience?
- What will be the follow-up to the meeting (e.g. pupils' work, display, assembly and/or collective worship, school website, thanks to visitor/s)?
- How will the meeting with the visitor/s be reviewed so that possible improvements can be made in future?