

# The status of RE: a checklist of questions

Building the status of RE is a continuous issue. In a secularising society, where religion is often ridiculed, RE can be marginalised. But the subject deserves better.

**This page aims to help you think about how to build the status of RE in your school through a checklist of questions.** Until the whole lot can be ticked, there is still a job to do.

While the list is aspirational, each of these things can be changed and improved by careful good practice.

## Two uses for this list:

- **Development planning.** Use the list to analyse and set targets for your school's RE work to develop.
- **'Levelling the playing field'.** Send a copy to your headteacher, curriculum manager or governors with your comments.

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Are all legal requirements for the subject met?	
Is there a proper job description for the subject leader, with appropriate remuneration (as for other subjects)?	
Is RE provision recognised as good quality internally (e.g. by governors) and externally (e.g. by inspectors)? If not, are there any realistic plans to change and improve?	
Does the RE subject leader get a fair chance to contribute to whole-school curriculum and assessment decisions and policies? Are the particular contributions of the subject recognised and well developed?	
Are pupils' questions about 'why we do RE' answered to their satisfaction?	
What do pupils say about their RE? Is it challenging, interesting, provocative, something they are proud of? If you don't know, run a questionnaire activity to find out.	
Is the range of teaching and learning in RE broad and deep, enabling achievement for all?	
Is curriculum time adequate? Is it broadly similar to other subjects, e.g. History, Geography, Music or Art?	
Are financial resources adequate – broadly similar to Geography, Art or Music?	
Do pupils have entitlement to go on an RE educational visit?	
Can parents see that RE is a valuable part of their children's education?	
Does reporting and achievement in RE match structures for the foundation subjects?	
Is the work of the teaching team monitored as it is in other areas of the curriculum, e.g. literacy?	
Is there support, professional development and practical day-to-day help for teachers with other specialisms who work in RE?	
Does the subject leader have time to manage the teaching team?	
Is the deployment of staff to RE classes effective and comparable to other subjects?	
Is there a forum for the celebration of excellence in pupils' RE work?	
Is the RE subject leader aware of any hostility to RE based on misunderstanding among staff, parents or pupils? Is it addressed?	
In conclusion, is the 'playing field' of curriculum decision-making level?	