**LEADING RE: A PRACTICAL CHECKLIST FOR RE COORDINATORS**

Adapted from RE: Online Document by Jan McGuire 2020

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| **Keep in an ‘Evidence’ file/ Electronic File/ School Intranet File** |  |
| Subject leaders’ roles and responsibilities: Job Description |  |
| RE policy: include hours of delivery/ SMSC/RE staff structure/SMT/Governor/links to other curriculum |  |
| SMSC policy |  |
| Local Agreed Syllabus: electronic link/ brief summary of SACRE and LAS |  |
| RE curriculum overview: Medium- and Long-term planning for RE |  |
| School action/improvement/ development plan (link to RE) |  |
| Budget information |  |
| Evidence of monitoring and support: school process/ surveys |  |
| Assessment information –embracing national developments |  |
| List of visits/visitors: Visitors policy |  |
| For church schools: evidence for SIAMS/ Diocesan inspection |  |
| **Lead and nurture your team: Monitoring and Support** |  |
| Evidence of RE CPD |  |
| Staff/ Pupil surveys: survey to see where help is needed and following it up through a team action plan: RE ambassadors/ assembly ambassadors |  |
| Develop and model teaching and learning activities as a team: team teach/ mentor |  |
| Discuss and model different styles/ RE pedagogies |  |
| Together explore a controversial/ faith issue/ story/media/ artefacts/ images/ visits/ concepts/ questions: in order to understand, and create teaching resources |  |
| As a team develop and share lesson plans/ resources |  |
| Raise profile of RE: showcase/ articles in newsletters/ press/ assemblies/ staff meetings/parents’ evenings/displays/activities/visits/posters/artefact displays |  |
| Resource list: film clips/ texts/ artefacts/ website links/ local faith groups |  |
| **Questions to ask yourself** |  |
| How is your RE subject knowledge? Strengths? |  |
| What are the gaps in your knowledge? |  |
| Do you have a copy of your Locally Agreed Syllabus? |  |
| What will you be expected to show to Ofsted? |  |
| What will you expected to show to SIAMS/ Diocesan inspectors if in a church school? |  |
| **Actions** |  |
| 1. |  |
| 2. |  |
| 3. |  |