

What type of school do you work in (first, primary, middle, secondary, CE school, RC school, academy, free school, etc.)?

What role do you fulfil in school (HT, principal, deputy RE subject lead, HLTA, etc.).

How much time is spent teaching non-examined RE in each year group (zero minutes per week)?

How much time is spent teaching non-examined RE in each year group (up to 30 minutes per week)?

How much time is spent teaching non-examined RE in each year group (from 31 to 60 minutes per week)?

How much time is spent teaching non-examined RE in each year group (from 61 to 90 minutes per week)?

How much time is spent teaching non-examined RE in each year group (over 90 minutes per week)?

Is RE taught separately or as part of another subject/course?

How many teachers teach RE in your school?

How many teachers teaching RE are RE/RS specialists?

Overall, how confident are RE, etc. teachers when teaching the subject (very, mostly, slightly, not)?

How many TAs/HLTAs teach RE in your school?

Overall, how confident are TAs/HLTAs when teaching the subject (very, mostly, slightly, not)?

Who plans the RE syllabus?

At Key Stage 4, which exam board syllabus do you teach?

At Key Stage 4, how much time is given to examined RE lessons per week?

At Key Stage 4, does your school provide RE to all pupils (examined or not)?

At Key Stage 5, which exam board syllabus do you teach?

At Key Stage 5, how much time is given to examined RE lessons per week?

At Key Stage 5, does your school provide RE to all pupils (examined or not)?

How well resourced is RE compared to other Humanities subjects?

What provision, if any, has been made by the school for your professional development in RE?

How effective is the role of governors in relation to RE?

How often do you access resources to support planning and assessment from the locally agreed RE syllabus?

How often do you access resources to support planning and assessment from a locally agreed RE syllabus other than Northumberland's?

How often do you access resources to support planning and assessment from schemes/units of work other than those in Northumberland's locally agreed RE syllabus?

How often do you access resources to support planning and assessment from your diocesan or faith community syllabus?

How often do you access resources to support planning and assessment from a different diocesan or faith community syllabus?

How often do you access QCA/QCDA resources to support planning and assessment?

Do you use resources devised by NATRE or RE Today to support planning and assessment?

Do you use web-based resources to support planning and assessment?

Do you use any other resources?

Do you use a scheme of work devised by the school itself to support planning and assessment?

During RE lessons, how does the school meet the needs of individual pupils who subscribe to a religion or world view not often or ever studied in the school, e.g. the Bahai Faith?

Do pupils get the chance to study expressions of religion and belief NOT described as world religions (e.g. the Bahai Faith, Humanism, etc.)?

How many pupils are withdrawn from RE always or occasionally?

When parents exercise their right to withdraw their children from RE, is a reason given? If yes, what reason is given?

How effective is RE in enabling pupils to think spiritually, ethically and theologically?

How could RE be improved in your school?

What could the SACRE do to support the work of RE teachers across the County?

Is the school familiar with the distinction between an act of collective worship and an assembly?

Although legislation requires that schools provide ALL pupils with a daily ACW, it is not always possible to do so. In a typical week, how often are ACWs provided?

For what reason or reasons is it not possible to provide a daily ACW?

Are ACWs provided to pupils in year groups, key stages, class groups or for the whole school?

Legislation requires that an ACW must be “wholly or mainly of a broadly Christian character”. Can you describe ways in which the school meets this requirement?

What allowance/arrangements are made during ACWs to meet the needs and aspirations of pupils who are not Christian?

While parents have the right to withdraw their children from an ACW, they cannot withdraw them from an assembly. How many pupils are withdrawn from ACWs?

When parents exercise their right to withdraw their children from ACWs, is a reason given? If yes, what reason or reasons are given?

Has the school ever applied to the SACRE for permission to suspend the requirement to provide ACWs that are “wholly or mainly of a broadly Christian character” for any group of pupils?

When was the last time the school referred to NCC’s “Policy and Guidelines for Acts of Collective Worship in Community Schools” to find out how the content of ACWs can be made so inclusive that there is little or no need for parents to withdraw their children from collective worship?

When was the last time the school updated its policy and guidelines on collective worship?

Is there anything else you would like to share with us about the opportunities and challenges of providing RE and collective worship at the present time?