

**DGAT local governor questions for monitoring religious education**

This template provides a bank of model questions any local governor may ask various members of staff to maintain oversight and monitor the implementation and impact of religious education (RE) in school. The questions are laid out in table format, allowing space for the governor to make comments.

This template will help to enable governors to ensure that they are fulfilling the local governing board’s responsibilities by monitoring the provision and impact of RE. It is not intended that these questions are asked during one meeting or conversation but instead provide a toolkit for local governors to continually maintain focus and oversight of the provision and impact of RE.

It is recommended that local governors engage with the Church of England Education Office (CEEO) [‘Religious Education in Church of England Schools: A Statement of Entitlement](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education)’ to support monitoring activities. The guidance explains the importance of RE in Church schools as follows:

*“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

*A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith.’*

The questions included in this monitoring template are taken from the CEEO RE Statement of Entitlement. Throughout all monitoring local governors should focus on identifying the impact of provision.

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| **Key questions**  |
| **Question** | **Comments, evidence and impact** |
| How does curriculum planning and timetabling ensure that the RE statement of entitlement is met, including reflecting the Trust’s funding agreement with Christianity being the majority religion studied in each year group and being at least 50% of curriculum time? [‘Religious Education in Church of England Schools: A Statement of Entitlement](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education)  |  |
| How do leaders ensure there is a clear RE curriculum vision and intent, which includes a structure for implementation and provision and a process for evaluating impact? <https://gloucester.anglican.org/schools/primary-religious-education/>  |  |
| How does the RE curriculum enable pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice? |  |
| How do leaders ensure that curriculum planning ensures that the RE curriculum enables progress through ordered and sequential learning developing both knowledge and skills? | . |
| How does the RE curriculum engage and challenge pupils through an exploration of core concepts and questions? |  |
| How does the RE curriculum encourage meaningful and informed dialogue with a range of religions and worldviews? |  |
| How does the RE curriculum provide opportunities for children to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. How are children encouraged to explore how these may change in different times, places and cultures? |  |
| How do leaders ensure that the RE curriculum ensures pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection? |  |
| How do leaders ensure that pupils have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging? |  |
| How does the RE and wider curriculum provide opportunities for pupils to engage in meaningful and informed dialogue with those of all religions and worldviews? |  |
| How do leaders monitor pupils’ progress in RE as an academic subject, ensuring attainment is high and enables pupils to develop confident religious literacy? |  |
| How are local governors assured that RE has a high profile within the curriculum and is a priority for senior leaders? |  |
| How does DGAT support the provision and development of high-quality and effective RE in school? |  |
| How do leaders engage with the Diocesan Education Team. CEEO and other external stakeholders for support and guidance in monitoring and delivering a high-quality RE curriculum?  |  |
| How do leaders ensure that staff are confident and skilled in planning and delivering a consistently high-quality RE curriculum, including accessing high-quality training and support? <https://gloucester.anglican.org/schools/schools-training-support-events-2/>  |  |

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| **Additional questions** | **Comments/evidence** |
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