

East Sussex SACRE

RE and Collective Worship Self-reflection tool

October 2025



East Sussex
County Council



THIS IS AN OPTIONAL TOOL TO HELP SCHOOLS REFLECT ON THEIR PROVISION FOR RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

School:

Date of self-reflection:

Completing the self-reflection

When answering the questions subject leaders should consider the impact of teaching and learning on pupils.

In each section, we recommend using:

- **Y** – In place
- **N** – Not in place
- **P** – Partly in place.

The other columns allow for a brief explanation of the current position, the quality of provision, evidence behind those judgements and what areas need developing in the future.

Religious Education	Y/N/P	How good is this? Evidence	Areas for development
Is there a clear policy for RE, matching other policies in school?			
Is there a scheme of work for RE that ensures delivery of the most up to date version of the local Agreed Syllabus?			
Is adequate time allocated to RE? (About 5% of timetable.)			
Does the school website inform parents of their right to withdraw their children from RE? Are teachers aware of their right to withdraw from teaching RE?			
How many pupils are withdrawn from RE? How are withdrawn pupils supervised?			
Is there a teacher with responsibility for RE? Are they an RE specialist?			
Does RE feature in the school's improvement plan?			
Is the subject leader given time and opportunities to develop their subject knowledge? Are other staff?			
Is the RE curriculum and teaching monitored regularly? Does monitoring influence plans for the development of RE?			

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Is assessment aligned to local Agreed Syllabus?			
Is assessment used to inform future teaching?			
Do teachers use a variety of strategies in lessons to engage pupils e.g. drama, artefact handling, ICT, video, music, dance, written work?			
Are learning outcomes expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections)?			
Is formative assessment undertaken regularly?			
Is there a report to parents on progress in RE at least annually?			
Is there sufficient budget for resources?			
Are there adequate artefacts, books, posters, licenses etc.?			
What further resources would be useful?			
How well does teaching in each key stage meet the needs of all pupils?			
What are the strengths of RE teaching in your school?			
What are the areas for development?			
How well do pupils achieve in the subject?			
Do pupils know more and remember more over time?			
How do you know?			
To what extent does RE contribute to personal development?			
To what extent does RE contribute to the spiritual, moral social and cultural education of pupils?			
How inclusive is RE?			
To what extent does it reflect the lives of pupils in school?			

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Collective Worship	Y/N/P	How good is this? Evidence	Areas for development
Is there a daily act of Collective Worship? What form does this take e.g. whole school, year group, class, form time?			
Is there a separate policy for Collective Worship, matching other policies in school?			
Who is responsible for Collective Worship planning and themes?			
Are records kept of Collective Worship content? Are they evaluated over time for quality?			
Do all adults and pupils working in the school attend Collective Worship?			
Does Collective Worship involve a variety of leaders, including pupils, staff and visitors?			
Is there a specific way to mark the difference between assembly and Collective Worship?			
Does the school website inform parents of their right to withdraw their children from Collective Worship?			
How many pupils are withdrawn from Collective Worship? How are withdrawn pupils supervised?			
Is there an opportunity to pause, reflect and/or prayer?			
Is there regular contact with a local minister? Is there contact with ministers of other faiths?			

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Governance	Y/N/P	How good is this? Evidence	Areas for development
Community and Voluntary Controlled Schools			
Do governors ensure that RE is taught according to the locally agreed syllabus set by the local SACRE?			
Do governors make sure RE is provided for all pupils, unless they have been withdrawn by their parents?			
Do governors ensure that sufficient time and resources are allocated to RE within the curriculum?			
Do governors monitor the quality and impact of RE teaching as part of their oversight of the curriculum?			
Do governors support the headteacher in ensuring staff are appropriately trained and confident to deliver RE?			
Do governors ensure that a daily act of collective worship takes place for all pupils?			
Voluntary Aided Schools			
Do governors ensure that RE is taught in line with the school's trust deed or religious character?			
Do governors oversee the content and delivery of RE to ensure it reflects the school's faith ethos?			
Do governors ensure that teachers of RE are appropriately qualified and that the curriculum reflects the denominational teaching required?			
Do governors ensure that collective worship reflects the school's religious character?			
Academies and Free Schools			
Do governors ensure RE is provided in line with the funding agreement?			
If the academy has a religious designation, do governors ensure RE is taught in accordance with its faith ethos?			
If it does not, do governors ensure RE reflects the fact that the religious traditions of Great Britain are mainly Christian, while taking account of other principal religions?			
Do governors provide daily collective worship as set out in their funding agreement?			
If faith-designated, do governors ensure worship reflects the religious character of the school?			
If not faith-designated, do governors ensure worship is broadly Christian in character, with flexibility similar to that in community schools?			