

## Checklist for monitoring and evaluating RE provision

- **Have RE curriculum decisions been based on the principles of effective planning?**  
Has there been sound application of these principles?
- **Can the parental right of withdrawal be accommodated, where necessary?**  
Does the model of curriculum delivery take into account how provision might be adapted?
- **Do pupils value and recognise the contribution RE makes to their understanding** of different communities and ways of life, and to the concept of diversity?
- **Do pupils have real opportunities to explore and gain first-hand experience of religious and cultural diversity?**
- **Does the school help pupils to deepen their understanding**
  - of their own beliefs and values?
  - of other people's?
- **Does RE provide a context to build relationships with the local communities** - including those groups with whom it is more difficult to forge links?
- **Within the school, does RE provide a voice for religious and other minority groups?**  
Does it develop a culture of mutual understanding and respect?
- **Does the school treat religion and belief seriously?**  
Does it model ways of building respect?
- **Does the school know enough about the diversity of religion and ethical perspectives within the local community?**  
Does it explore ways of making links with those communities?
- **In a largely mono-cultural school, how well is RE working to foster a broader awareness of cultural and religious diversity?**