

Here is a checklist of materials you might gather together over time:

Policy statement for RE, making reference to the appropriate syllabus for RE;	✓
Specific approaches in RE to general school policies and practice, e.g. on RE for pupils with special or additional educational needs or for 'gifted' pupils in RE;	
Descriptions of roles and responsibilities for RE;	
Outline programme of study;	
Schemes of work, highlighted to show some opportunities for spiritual, moral, social and cultural development;	
Sample lesson plans;	
Samples of pupils' work at different levels;	
Samples of pupils' work demonstrating key skills, e.g. in literacy or ICT;	
Samples of pupils' work demonstrating where they are exploring issues of community cohesion;	
Samples of marked work, demonstrating diagnostic comments and target setting [see <a href="#">task-setting pages for ideas on suitable targets to support pupils' improvement in RE</a> ]	
A record of visits and visitors, with letters to parents and risk-assessment;	
Notes on any monitoring of colleagues' work in RE;	
Results of assessments and examinations, with analysis and evaluation;	
RE development/improvement plan;	
RE budget statement;	
List of resources;	
Notes on RE meetings and staff development, with resulting agreements and targets;	
Previous reviews and reports on RE conducted by senior managers, advisers and/or inspectors	
A record of own training undertaken in relation to RE;	
Correspondence with governors, parents, visitors, community groups.	
Section of the School Prospectus on RE, including a statement about the right of parents to withdraw their child from all or part of RE	