



## RE Action Plan 2021-22



### RE Aims include:

1. To ensure that children have access to a broad and balanced curriculum and that the programmes of study in R.E and PSHE are covered at the appropriate level including exploring different religions.
2. To continue to use RE assessment to track pupils progress and to enable pupils to be confident about their achievement and know what they need to do to progress to the next stage of their learning.
3. To start to use the RE spreadsheet to track assessment digitally.
4. To allow children to contribute to the planning, delivery and evaluating of worships.
5. To re-establish a Christian Distinctiveness Committee in order to evaluate and enhance the effectiveness of the distinctive Christian vision across all areas within school.
6. To teach high quality creative RE lessons.
7. To continue to develop Worship and Prayer spaces across the school in particular outdoor worship and prayer spaces.
8. To continue to develop knowledge of the Christian values and promote these in practical ways.
9. To extend and further develop teaching of other faiths and multicultural links through practical examples of worship and the teaching of RE.
10. To develop provision for spiritual development which allows children to explore spiritual and ethical issues in more depth.
11. To develop opportunities for extended writing in RE by responding the Big Question, demonstrating skills learnt in English.

KEY PRIORITY				
Objective	Actions and Responsibility	Success Criteria	Completion	Resources
<b>KEY PRIORITY</b>  <b>To monitor assessment and</b>	<ul style="list-style-type: none"> <li>Assessment tracker for staff to monitor pupil's progress – Including use of new spreadsheet to track progress and identify gaps in learning.</li> <li>Half termly data to be collected to ensure good progress and highlight any gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to feel confident at using the new assessment tracker.</li> <li>Pupils to understand their next steps in their learning.</li> </ul>	Ongoing.  Carry out a book look at	Half termly grids and daily grids.

learning across the Federation.	<ul style="list-style-type: none"> <li>• Grids are to be used at the end of each lesson to identify what the pupils have learnt and their next steps.</li> <li>• Allow pupil's to be involved in the assessment process so they know what their next steps are.</li> <li>• Children to develop understanding through 'think pink' challenges to extend or consolidate learning.</li> <li>• Monitor the books throughout the Federation and with other local Church schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Grids are used by all staff as part of their lesson linked to the marking policy and helps inform their end of term assessment.</li> <li>• Assessment informs future teaching and learning.</li> <li>• Staff respond to 'think pink' responses from pupils in order to deepen understanding.</li> </ul>	<p>least once a term.</p> <p>Arrange book look opportunities with other local church schools – Spring 2022</p>	<p>Spreadsheet available for data drop.</p>
To develop the pupils knowledge and understanding of RE.	<ul style="list-style-type: none"> <li>• Ensuring all staff is familiar with the Understanding Christianity resources and use Church House more to help provide resources.</li> <li>• Provide knowledge banks for each new unit to help the pupils understand the terminology.</li> <li>• Each lesson starts with a big question to allow the pupils to think deeper in the subject.</li> <li>• Provide a variety of lessons to meet all the needs of the class.</li> <li>• Complete an audit of resources that the Federation has available and resources that would benefit the pupils learning.</li> <li>• Continue links with an inner city school to help pupils gain a better understanding of other faiths and religions. (Westgate Hill Primary School)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to gain a better understanding in Christianity and other religions that are taught.</li> <li>• Pupils to be more curious and engage in all aspects of RE.</li> <li>• Staff to be more confident at teaching RE with a range of resources.</li> <li>• Opportunities for creative expression in RE lessons, allowing children opportunities to display their understanding through drama, music and art.</li> </ul>	<p>Throughout the year.</p> <p>Links made with Westgate Primary School during Summer Term 21, but due to Covid this was unable to continue. Start up the link again in Autumn term 2021</p>	<p>Understanding Christianity resources Cornerstones other faith resources</p>

**SIAMS PRIORITY**

<ul style="list-style-type: none"> <li>• <b>To develop the work of the Christian Distinctiveness Committee.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A Christian Distinctiveness Committee has been established between the governors and RE Lead. Identify pupils to be included in the Committee and re-establish this link.</li> <li>• Organise a long term plan</li> <li>• Identify how we can support our Christian values and Collective Worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide a strong link between the governors and the pupils and the wider school community.</li> <li>• Upper KS2 children continue to have the opportunity to take part in Young Leaders every other year. Look towards involving governors more in this to further develop link between staff, pupils, governors and wider community.</li> <li>• Pupils, staff and governors to have a better understanding of how we can all work together to show what our values mean and look like within the school community.</li> </ul>	<p>Spring 22 Autumn 22 (for YL to start again)</p> <p><b>Lockdown has prevented the Christian Distinctiveness Committee from happening consistently during spring/summer 21.</b></p>	
<ul style="list-style-type: none"> <li>• <b>To extend the provision for Spiritual Development not just in RE but in all areas of the curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Start each RE lesson with a big question to allow the pupils to discuss and think about what is the best way to answer the question.</li> <li>• Provide learning questions at the start of foundation subjects lesson to encourages investigation skills, curiosity and discussion.</li> <li>• To use P4C resources and to develop thinking and questioning skills.</li> <li>• Staff or RE lead to go on Level 1 P4C course to understand how P4C can connect to the curriculum and used appropriately within the class.</li> <li>• Develop spiritual development through creating opportunities to explore and reflect in nature and the outside world.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to become better at using their questioning skills and taking part in discussions.</li> <li>• Pupils to increase their subject knowledge.</li> <li>• Pupils to have opportunities to reflect and observe nature.</li> <li>• Pupils given opportunities to think about what is 'amazing' in their school, life and world.</li> </ul>	<p>Ongoing in all lessons and subjects</p>	

<ul style="list-style-type: none"> <li>• <b>To establish global links in order to offer pupils opportunities to think in greater depth about life globally.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Start Global Neighbours school scheme through Christian Aid.</li> <li>• Become a Fair-Trade School.</li> <li>• Make links to schools globally and compare how life is different.</li> <li>• Talk about religions around the world including Christianity with other countries/ continents.</li> <li>• Continue with the Young Leaders Award every 2 years for Upper KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to understand global issues and deepen their knowledge globally.</li> <li>• Understand the importance of how life can be different around the world.</li> <li>• Pupils to be inspired to want to make a difference in the world.</li> </ul>	<p>Spring 22 Postponed due to Covid and Lockdown. Start Global neighbours school scheme in Autumn 2021</p>	
<p><b>To further develop pupil-led collective worship.</b></p>	<ul style="list-style-type: none"> <li>• Using the resources Roots and Fruits to allow pupils to plan, deliver and evaluate collective worship.</li> <li>• Allow opportunities for pupils to evaluate collective worship.</li> <li>• Pupils to create their own prayers to read out in collective worship.</li> <li>• Pupils to take some lead in class bubble worships.</li> </ul>	<ul style="list-style-type: none"> <li>• To inspire and motivate both pupils and adults to make a difference in their own lives and of others.</li> <li>• To build self- esteem and confidence to share their opinions and ideas.</li> <li>• Support the development of spiritual thinking within school.</li> </ul>	<p>Spring 22 Start to use Roots and Fruits across school – postponed due to lockdown and changes to school worship.</p>	<p>Roots and Fruits.</p>
<b>OFSTED PRIORITY</b>				
<p><b>To provide opportunities to read a variety of texts to allow the children to improve their reading skills (inference, retrieve, sequence and prediction)</b></p>	<ul style="list-style-type: none"> <li>• Use age related Bible stories to help pupils with reading strategies.</li> <li>• Provide a wide range of high-quality texts that are accessible for the children.</li> <li>• Include a range of questions with the text that helps develop key reading skills.</li> <li>• Paired reading with a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be more confident reading a range of texts.</li> <li>• Pupils knowledge of different religions increases as they understand what they are reading.</li> <li>• To share what they have learnt from the text.</li> </ul>	<p>Ongoing throughout the year.</p>	<p>A range of Bible texts.</p>

<b>To establish gaps in the children's learning and use the class RAP'S (Raising Achievement Plan).</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for pupils to use their phonics in their writing during the lesson.</li> <li>• Allow pupils to use what they have learnt in English lessons within their RE writing which will so a deeper understanding of their English skills.</li> <li>• Provide differentiate tasks which meets the pupils needs and allows them to make good progress.</li> <li>• <b>Provide an opportunity for pupils to write at length once a term to include their English skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be confident to understand where the children are and where the gaps are in order for them to improve.</li> <li>• To close the learning gap through differentiate tasks.</li> </ul>	Ongoing  Children respond to the 'big question' at least once a term as a long extended write. Autumn 2021	
<b>SCHOOL DEVELOPMENT PLAN PRIORITY</b>				
<b>To improve creative aspects of the curriculum – music, art and drama.</b>	<ul style="list-style-type: none"> <li>• Pupils (including EYFS) are given opportunities to express their ideas through art work or music in RE at least once half a term.</li> <li>• Allow pupils to use their acting skills to re enact Bible stories.</li> <li>• Themed days to allow pupils to use their creative skills for example. St Patrick's Day.</li> <li>• Share the creative work with other classes during a celebration worship.</li> <li>• Staff to use both the RE tracker and Skills progressions where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to feel more confident to cross curricular and to be flexible with the curriculum.</li> <li>• Staff to understand how to link RE lessons to Creative Elements and use the Skills Progressions.</li> <li>• Pupils key skills will develop.</li> </ul>	Ongoing	
<b>To raise children's aspirations and self-coaching skills.</b>	<ul style="list-style-type: none"> <li>• Pupils to respect each other's' views and opinions during group discussions.</li> <li>• Work with different children in small group discussions to help with social skills.</li> <li>• Children to have responsibilities during worship, rotate the roles on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn how to respect each over's viewpoints.</li> <li>• Pupils to be able to improve their social skills.</li> <li>• Pupils to have a more positive attitude towards school life.</li> </ul>	Ongoing	