

WHOLE-SCHOOL ACTION PLAN 2024-25

Religious Education



Current situation:

As a school we strive to review all curriculum areas in a cycle to ensure they remain current and relevant. In 2024 it falls on Religious Education to be reviewed. As a small school by using this tried and tested method in other subjects has show clear impact on curriculum developments

The National Curriculum requires RE to be taught in primary schools. We believe that RE is a vital part of the curriculum, promoting inclusion, diversity, and social cohesion. By including RE in the whole school action plan, we aim ensure that pupils, regardless of their background or faith, have equal opportunities to learn and develop.

We aim to teach Religious Education to be taught well and have a secure place in our curriculum because it:

encourages pupils to think critically and analytically about different religions, beliefs, and values, helping them develop these essential skills. Enriching their cultural capital and broadening their horizons.

helps pupils develop empathy and understanding for different cultures, beliefs, and values, promoting a more tolerant and inclusive environment.

helps pupils understand the importance of values such as respect, tolerance, and empathy, promoting a positive and responsible attitude towards others.

can help pupils develop their sense of identity, self-awareness, and self-esteem, supporting their personal growth and development.

prepares pupils for the diverse world they will encounter, helping them develop the skills and knowledge needed to navigate different cultures and beliefs.

encourages pupils to engage with issues affecting their community, developing their sense of responsibility and active citizenship.

can help pupils develop a sense of purpose and meaning, helping them understand their place in the world and their role in society.

By incorporating RE into the whole school development focus, we aim to ensure that every aspect of the curriculum is aligned to promote pupil learning, well-being, and personal growth.

IMPACT:

- Fully developed and implemented a whole-school Religious Education policy
- Kapow-aligned curriculum developed and implemented.
- Enhanced use of Kapow resources by RE teachers.
- Improved engagement and understanding of RE among pupils
- Increased understanding and appreciation of religious diversity. Pupils will develop an even deeper understanding of different religions and their beliefs, practices, and traditions.
- Improved tolerance and empathy - Pupils will learn to further appreciate and respect the beliefs and practices of others, promoting a culture of tolerance and empathy.
- Developed critical thinking and inquiry skills - Pupils will learn to think critically about religious beliefs and practices, developing their inquiry and problem-solving skills even further.
- Increased sense of spirituality and values - Pupils will further develop a sense of spirituality and values, helping them to navigate the complexities of life.
- Better understanding of self-identity - Pupils will develop an even better understanding of their own identity and place in the world, including their own beliefs and values.
- Increased confidence and competence in teaching RE - Teachers will further develop their confidence and competence in teaching RE, enabling them to deliver high-quality lessons.
- Improved subject knowledge and understanding - Teachers will further develop their knowledge and understanding of different religions and their beliefs, practices, and traditions.
- Enhanced pedagogical skills- Teachers will further develop their skills in teaching RE, including planning, delivering, and assessing lessons.
- Increased opportunities for professional development- Teachers will have opportunities for professional development in RE, enabling them to stay up-to-date with best practices.

Review at the end of the school year:

Priorities for Religious Education

- Re-Define the scope and sequence of RE in the curriculum
- Ensure the curriculum is inclusive and relevant to all pupils
- Develop a range of teaching and learning strategies to engage pupils
- Incorporate different teaching approaches, such as experiential learning, inquiry-based learning, and storytelling
- Teach about different religions and their beliefs, practices, and traditions
- Emphasise the similarities between religions
- Encourage pupils to respect and appreciate the diversity of religious beliefs

- Encourage pupils to ask questions and seek answers
- Teach values such as respect, empathy, and compassion
- Encourage pupils to reflect on their own values and beliefs
- Foster a sense of community and belonging among pupils
- Encourage pupils to respect and appreciate the diversity of their peers
- Develop a sense of shared values and goals
- Build relationships with local faith communities and organisations
- Develop partnerships to provide resources, expertise, and opportunities for pupils learning
- Encourage pupil participation in community events and activities
- Provide ongoing training and support for teachers in RE
- Encourage teachers to share best practices and expertise
- Monitor pupil progress and achievement in RE
- Evaluate the effectiveness of the RE curriculum in promoting pupil learning outcomes
- Make adjustments to the curriculum as needed to improve its effectiveness

Review each term:

Redesign the religious education curriculum to integrate the Kapow scheme and intrigue pupils to seek further understanding and interest.

- Conduct a review of the current RE curriculum.
- Purchase and access Kapow RE scheme materials.
- Plan integration of Kapow with current curriculum in a session with RE teachers.
- Update all RE documentation to ensure fidelity to the revised scheme.
- Organise Kapow training for all RE staff.
- Develop and implement culturally inclusive Kapow-complementary lesson plans.
- Monitor pupil participation and engagement in RE
- Share information about the revised RE curriculum with parents and governors throughout the year
- Inform parents about the curriculum changes in a session.
- Set up half termly check-ins for feedback and adjustments during the first term.
- Refine approach based on early feedback and outcomes.
- Organise each class to visit a place of worship and or take part of an event
- Invite Religious leaders to lead assemblies throughout the year.

Review each term

Monitoring Evidence:

- Pupils' work will show clear progression of skills over time
- Within lessons, pupils are moved on in a timely manner so that good progress is made and they experience deeper learning

- Pupils will clearly understand and be able to articulate what they need to do to improve their own work
- All pupils undertake and experience the full curriculum offer and reasonable adjustments are made – including pupils with SEND.
- Leader reviews of workbooks.
- Staff meeting discussions on scheme effectiveness.
- Lesson observations focused on RE each term.
- Feedback from teachers peer-to-peer sessions.
- Feedback from CPD sessions and peer observations.
- Analysis of engagement through surveys, snack and char and competition outcomes.
- Subject leader to monitor through weekly check-ins and term assessments.
- Half-termly meetings with teaching team and pupils to assess curriculum impact.
- Subject leader to create termly update reports for governors, including monitoring details
- RE tests and quizzes
- Pupil reflections and self-assessments and Teacher observations and feedback
- Feedback from pupils on their RE learning experiences
- Pupils ability to apply RE concepts to real-life situations
- Feedback from pupils on their understanding of RE concepts
- Teacher feedback on RE training and development opportunities
- Parent participation in RE events and activities
- Pupil self-assessments of their own spiritual, moral, social, and cultural development
- Observation of pupil behaviour and attitudes in relation to SMSC development
- Feedback from pupils from diverse backgrounds on their experience of RE in the school
- Observation of student inclusion and participation in RE lessons
- School leadership's vision and commitment to RE provision
- Governor feedback on the school's RE provision
- Data on student attainment and progress in RE over time
- Data on student attitudes to RE over time
- Data on teacher confidence and competence in teaching RE over time

Evaluation Questions for leader and also from link Governor:

(Add responses below)

- Is RE embedded?
- Are staff skilled in delivering this?
- Is RE taught as intended?
- Does RE understanding have prominence in the EYFS?
- Are assessment expectations clear?
- Are we able to show measurable progress?
- Are reasonable adjustments effective?
- Are adults and children able to speak about the CPD, teaching and learning?
- Is vocabulary rich and consistent across the school?
- Are children active or passive learners during RE lessons?
- Are curriculum documents updated reflecting the taught curriculum expectations?

- How will we ensure that the new curriculum is inclusive and responsive to the diverse needs of our children, including those from different faith backgrounds and those who may not have a religious background?
- What are the key changes that teachers will need to make to their teaching practices, and how will we support them in this process?
- How will we measure the impact of the revised curriculum on pupil learning and attitudes, and what are the expected outcomes for our pupils?"
- Can you provide an update on the implementation of the new RE curriculum, including any changes to lesson planning, resources, and teaching strategies?
- Have there been any challenges or difficulties in implementing the revised curriculum, and if so, how have they been addressed?

Costs/budget:

Monitoring/evaluation of the above:

Monitoring will be part of the improvement journey.

- Usual procedures: snack and chat, learning walks, lesson observations, book chats, pupil interviews, conversations with staff, analysis of assessment data, progress meetings, case studies etc.
- Link governors to visit school and produce termly reports to be shared with the whole governing body (e.g. raising aspirations and Data). Governors to remain a 'critical friend' offering insightful challenge to all staff members whilst celebrating achievements.
- Self-monitoring and peer-monitoring.
- Parent responses.
- Evidence of CPD and the impact it has on teaching and learning for all staff.