**RE Action Plan**

|  |
| --- |
| **ACTION PLAN** |
| **Key Improvement Priority:** **Priority 1- Review teaching and learning of the subject and establish subject knowledge of teachers and any CPD needed****Priority 2 – Collect samples of work from all classes to monitor impact and attainment.****Priority 3 – Understand how disadvantaged and low attaining pupils are performing in relation to their peers?****Priority 4 – Know how character is being developed through RE. Priority 5 - Evaluate children’s depth of understanding of major religions, linking this knowledge across the curriculum.** | **Year****2022-2023****Review Date****July 2023** | **Lead persons accountable for the plan: Mrs FitzPatrick & Mr Barter** |
| **Focus on outcomes. Specific, measurable impact on pupils.**  | * Children to be aware of the impact of major religions on the world around them.
* Children should be able to explain how different religions affect the communities in which they live.
* Children should be able to make links across the curriculum.
* RE curriculum to be delivered across the school with clear progression throughout the school using progression maps provided.
* Monitor the subject knowledge of both staff and children
* Complete pupil voice to learn the children’s views on RE.
 |
| **Intent** | **Implementation – how will it be done** | **Time Scale****Start and End dates** | **Training/CPD****needs** | **Resources/Costs/Time** |
| Review teaching and learning of the subject and establish subject knowledge of teachers and any CPD needed | Lesson observations, pupil voice, staff meetings | Sept 2022- July 2023 | CPD – OB to go on training for Kent agreed syllabus, RE Today Services, and feedback to rest of the staff. | CPD |
| Collect samples of work from all classes to monitor impact and attainment.  | Book looks to be carried out each term | Sept 2022- July 2023 |  | Curriculum time to collate. |
| Understand how disadvantaged and low attaining pupils are performing in relation to their peers? | Subject team to carry out book look and pupil voice of those from disadvantage backgrounds/low attainers | Sept 2022- July 2023 |  | Curriculum time to collate. Teacher time |
| Know how character is being developed through RE | Monitor planning and teaching of vocabulary to see impact of character within RE. Monitor the links being made between RE and PSHE. | Sept 2022- July 2023 |  | Printing vocab, PSHE assemblies |
| Evaluate children’s depth of understanding of major religions, linking this knowledge across the curriculum. | Pupil Voice, book looks, displays. | Sept 2022- July 2023 |  | Artefacts. In person and virtual tours of different religions’ places of worship. Guest speakers. |
| IMPACT / Assessment and monitoring  |
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| *All teaching Staff* | *Coverage of RE* | *Whole School* | *Each term collect samples of work from each class.*  | *Communicate with other members of staff and collate into a folder.*  | *Share findings and discuss at staff meeting (include subject governor in this)* |
|  |  |  |  |  |  |
| ***Evaluation against success criteria.*** *Reverend Mandy visited the school in November 2021 to assess the teaching of RE across the school including reviewing the scheme of work used. During this visit Rev. Mandy carried out a book look, reviewed wall displays, spoke to the children for pupil voice and to staff. Rev Mandy concluded that the teaching throughout the school built on prior knowledge and that the children demonstrated their knowledge of key concepts and theological terms. Rev. Mandy was also keen to point out the school’s attention to the teaching of values and character education through the teaching of RE and PSHE.* |