



RE Action Plan for 2021/22

Emma Hayes Last revisited: Sept 2021

<u>Intention</u>	<u>Implementation</u>	<u>Implementation Time frame/ Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards proposed impact</u>
<u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>				
Curriculum				
Provide tasks for less able pupils that allow them to demonstrate fully their learning during Religious Educations lessons. (as recommended in Section 48 inspection Feb 2018)	Pupil voice and monitoring of books to focus on LA children Evidence of videos to be collected to show knowledge of LA pupils' knowledge of RE - File for these to be uploaded on RE shared area.	Termly Class Teachers / TA	LA are able to demonstrate knowledge of RE through tasks planned to support this.	
That children are further informed about the purpose of their learning and the intended outcomes	Develop KKO's, use SCs and WAGOLL over time, in all subjects as identified on Action Plans and share with children Use Feedback and Assessment keys (updated) to support children in improving their learning	RE Lead to write KKO's and monitor across year	<ul style="list-style-type: none"> Children know and use KKO's to further their learning in RE Children know and use Feedback and Assessment keys to further their learning Children know how to help themselves at an age 	



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	Teaching assistants to use Feedback and Assessment updated keys to support children in improving their learning		appropriate level as a result of additional support and self editing skills	
Update WEBSITE to reflect schools policies and practices in RE	Create a RE page to include; a learning yearly overview, KKO's, Pupil voice videos.	RE Lead- by the end of Autumn Term 2021 and continue throughout the year.	➤ Parents are able to access and support the learning with their child linked with RE on the school website.	
To develop a consistent approach to the use of show off sheets, boastful bubbles key reflection sheets to show what pupils have learned in RE This to be in line with WLP ethos that learning is knowing more.	<ul style="list-style-type: none"> • Show off sheets, boastful bubbles key reflection sheets with RE key vocabulary for each strand. • Show off sheets to reflect the key knowledge that assessments strands require by the end of the unit • Show off sheets / boastful bubbles and key reflection completed at end of every unit 	Class Teacher RE lead to monitor Autumn 2 Spring 2 Summer 3	<ul style="list-style-type: none"> • Key knowledge will be recorded and evidenced across all strands • Pupils will be able to share the knowledge they have confidently for each RE strand • Key Knowledge will reflect and evidence the assessment criteria of RE strand 	
Catholic Life and Collective Worship				



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<p>That the Catholic Life of the school supports positive behaviour and embeds the expectations for positive attitudes to learning amongst children and parents.</p>	<ul style="list-style-type: none"> · Gospel values to be invigorated, revised (and shared with KS1) · Half termly Wed assemblies in phases to embed the Virtues again, and link to their own lives · Tuesday assemblies/Wed assemblies monitored in terms of impact on embedding GV BV and how that affects attitudes to learning · SLT to support and revisit Staff understanding of Catholic Life in practice linked with the 85%+ of ARE RE results in July 2021 and 50% HA · SLT to coach staff to expect and challenge behaviours to match the R.E learning and knowledge of Gospel Values through R.E lessons · Pupil voice to articulate their learning about Catholic Life to reflect points above, at an age appropriate level. 	<p>Weekly as appropriate Termly</p>	<p>Catholic Life Values impact on behaviour and attitudes to learning.</p> <p>Assemblies and the hidden curriculum, including the behaviour policy and work ethic, impact positively on the behaviour and attitudes of children in school</p> <p>Teaching and support staff link Catholic Life with behaviour, embodied through the Behaviour related policies of the school and the Safeguarding expectations</p>	
<p>To raise awareness and ability to remember and say eloquently the prayers that are required to be known in each year group</p>	<ul style="list-style-type: none"> • Prayer booklets on all class pages for each class • Gaps in prayers learnt identified and staff to prioritise these • Termly Wednesday prayer services to have prayer 	<p>Mini Vinnies to support and encourage peers and class teachers to learn prayers and report to RE lead</p>	<p>Raise the attainment of prayers learnt by heart in all classes</p> <p>More than 90% of pupils of each class will know the prayers for identified to learn by heart</p>	



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	<p>opportunities linked eg Angelus in Advent , Rosary during May and October</p> <ul style="list-style-type: none"> • Audits tracked termly so that identified prayers are completed • Minnie Vinnies team to support learning of prayers with classes • Pupil voice - how are children given opportunities to learn these prayers Do they know why these link to liturgical year/ gospel virtues? 	<p>Prayers to be displayed on board</p> <p>RE lead to monitor audit and set focus prayers for each class across half terms</p>		
Staff catholic life and wellbeing needs to continue to be developed	<p>Plan opportunities for staff retreat to support Catholic life of school and wellbeing of staff</p> <p>Venue sourced and booked</p> <p>All staff to attend</p> <p>Staff inset used to attend retreat</p>	<ul style="list-style-type: none"> • Date to be set for Spring 1 • 	<p>Staff to have a cohesive awareness and understanding of the school's ethos and mission</p> <p>The school team will be reinforced with all staff attending</p>	
To encourage pupils to reflect and share their faith journey with others	<p>Give Y3 and Y6 opportunities to share their faith journey during sacramental years.</p> <p>Yr 3 and Y6 to have timetabled time in spring term to share their thoughts</p>	<ul style="list-style-type: none"> • Spring 2 • Yr 6 and Yr 3 Teachers to facilitate 	<p>Yr 3 and Yr6 will have a greater understanding of their faiths and the experiences they will share</p> <p>Yr 6 will be role models to Yr 3 leading them in their faith journey and sharing ideas and learning.</p>	



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	<p>and experiences of their faith journey through prayer services led by Yr 6 and workshop activities</p> <p>Prayer partners will be allocated to children</p> <p>EH to make contact with SFA Chaplaincy to provide liturgy for Yr 6</p>			
<p>To liaise with parish priest to plan in dates so that pupils can benefit from knowledge of priest and the use of church</p>	<ul style="list-style-type: none"> • EH to meet with priest termly to agree dates - liaising with staff. • KS2 Class masses to be planned to continue liturgy opportunities and links with parish • Dates agreed for KS1 to attend mass with KS2 buddies - (supporting curriculum strands) from Spring 2 • 	<ul style="list-style-type: none"> • Termly Meetings 	<p>Catholic life of school will continue to be outstanding and supported by parish</p> <p>Children will renew their experience of Mass and liturgy and become more confident once again to say / sing responses.</p>	
<p>To raise awareness of vocations</p>	<ul style="list-style-type: none"> • To raise awareness of vocations linked to Cluster Vocational Mass • EH to contact Oscott college to invite Seminarians to talk about their calling • Father Craig to talk to children about his calling • Pupil voice to monitor impact. 	<p>EH to arrange</p>	<p>Awareness and understanding of vocations or others and pupil's own vocation will be raised</p>	



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<p>To embed pupil voice and encourage inclusion of vulnerable groups</p> <p>To raise the pupils understanding of faith in action</p>	<ul style="list-style-type: none"> • Develop the role of Mini Vinnies representatives from Yr 3 upwards with 2 key chaplaincy monitors Yr6 as chairs. • Peer Mentors to support the personal development of children by acknowledging their achievements and linking these to stories in the bible to raise pupils awareness. - • Peer Mentors to support EH in assembly for those children recognised for resilience , independence and behaviour. • Events organised in October, Advent and Lent by Mini Vinnies to reflect their awareness of global family and needs of community and parish. • Meetings to be held fortnightly • Yr6 Altar Monitors to monitor the classroom altars and establish a reflective area within the library. 		<p>Children will have a clear role</p> <p>Involvement will be as class school and community</p> <p>Team will be involved in monitoring prayer areas and prayer services.</p>	
<p>To ensure the collective worship of school continues to be outstanding</p>	<p>Timetable to include opportunities for quality daily prayer which includes teacher led , child led and SLT led</p> <p>Themes for assemblies shared - links with prayers to be learned by heart highlighted for each class.</p>	<ul style="list-style-type: none"> • Class Teachers • EH to monitor 	<p>All classes will continue to have quality opportunities for collective worship in line with RE curriculum guidelines</p> <p>Pupil voice will be confident to talk about experiences of collective worship in classes.</p>	



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	<p>Rotas shared with classes so that pupils know when it is their turn to lead</p> <p>Ten Ten Collective resources purchased to support consistent quality approach to collective worship.</p> <p>Pupil Voice to monitor the impact of collective worship in classes</p> <p>Tapestry book monitored to show pupil response to these and links to RSE curriculum made - Pupil Voice</p> <p>SLT to observe Wednesday assemblies - are these being led consistently by KS2 children - are KS1 supporting the modelling of planning and leading these</p> <p>Termly class showcase to allow pupils to lead in prayer as non negotiable</p> <p>Collective worship policy to be reviewed and shared with all staff.</p>		<p>Children will be encouraged to develop skills of performance voice when leading prayer services and assemblies.</p>	
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<p>To monitor the Life to the Full to support RSE curriculum - How is this ensuing that pupils understand and engage in the hidden curriculum linked to behaviour and self-belief through the mission statement, the Gospel Values and the British Values</p>	<p>Life to the full subscription renewed.</p> <p>Rationale for this shared with staff during Sept inset</p> <p>Evidence of work recorded in Tapestry Books to show HA , Ma and LA responses. - SLT to monitor</p> <p>Pupil voice will continue to monitor the impact of the RSE curriculum.</p>	<ul style="list-style-type: none"> 	<p>Pupil's emotional and physical health will be a key part of the school curriculum</p> <p>Pupils will have a raised awareness of how they can be emotionally and physically healthy</p> <p>Pupils will have a raised awareness of how their actions and words link to Catholic Life.</p>	<p>Cover</p> <p>Time to speak to pupils</p>
<p>Newly appointed teacher and staff to attend RE training / be further support as class teacher</p>	<p>Identify days for training for staff with Diocese</p> <p>SLT to support new teacher with planning where needed -</p> <p>Sacrament courses to be booked for Yr 6 teacher</p> <p>RE Cluster courses to be attended by RE lead</p>	<ul style="list-style-type: none"> Termly 	<p>New Teacher will become more confident to teach RE in Catholic school.</p> <p>Teaching will be at least good</p>	
<p>Monitoring</p>				



<p>To ensure stimulating teaching and learning opportunities for all through a knowledge-based curriculum/embedding key words and phrases, in line with new Ofsted and Government expectations and our SDP.</p>	<ul style="list-style-type: none"> • Book trawls with pupils present to be carried out in line with whole school approaches to assessment. • RE books monitored to reflect writing processes- marking keys etc. - to ensure triangulation of expectations across all subjects. • Tapestry books to be monitored through pupil voice - evidence of HA, MA and LA for each activity/response. • New planning formats used and assessments of AT1 - 3 judged from these. • Lesson Observations in Year 2 and Nursery 	<p>Autumn 2 Spring 2 Summer 2</p> <p>Spring 1</p>	<p>Writing in RE books will continue to reflect the standard produced in all areas</p> <p>Writing skill focuses will be evident in RE (eg letter writing)</p> <p>Pupil voice will continue to be a tool for monitoring and will evidence the learning of the pupils.</p> <p>Attainment in all classes will be above 85% achieving at least expected</p>	
<p>Support the link Governor to ensure that Governor report forms are sufficiently detailed, reflecting the breadth of the meetings and content. As recommended in RE Section 48</p>	<ul style="list-style-type: none"> • RE lead and link Governor to meet termly to review the Religious life of school. • SEF and Policy shared with Link Governor • Assessment overview shared with link Governor • Policy shared with Link Governor 	<p>Autumn 2</p> <p>Meetings with Priest as appropriate</p>	<p>RE link governor report will reflect the learning and catholic life of the school and knowledge that he has acquired through staff and pupil voice</p> <p>Develop the governing body's audit of the Catholic Life of the school so that the rigorous system of</p>	<ul style="list-style-type: none"> •



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			governor evaluation is well documented. (as recommended in RE section 48 report Feb 2018)	
5) To raise awareness of 7 principles of Catholic Social Teaching in line with Section 48 Framework so that "The entire curriculum reflects a commitment to Catholic social teaching, to care for our common home and to the dignity of every human person"	<p>The Dignity of the Human Person will be linked to wellbeing and mutual respect - words will be referenced in Autumn Term - how do we show that everyone is special</p> <p>Catholic life to reflect the Dignity of the Human Person through encouraging children to raise money for those not so fortunate eg harvest offerings, Christmas gifts for local needy schools.</p> <p>Lenten charity</p> <p>Pupil voice to be collected</p>	<ul style="list-style-type: none"> • Autumn 1 • Autumn 2 • Spring 2 	<p>The entire curriculum reflects a commitment to Catholic social teaching, to care for our common home and to the dignity of every human person</p> <p>Pupil voice reflects the understanding that we have a responsibility to live out our faith by helping others.</p>	•