

Subject Action Plan AC 2022-2023

Subject: RE	
Strengths of the subject	<p>Using Understanding Christianity alongside the syllabus to deliver R.E</p> <p>Links with Chelo Brooks to support R.E across the school</p> <p>Links with local church St Aidan's</p> <p>Termly R.E days to deepen understanding and linked to school development plan.</p> <p>Staff confidence and knowledge increasing when using the syllabus and Understanding Christianity</p> <p>Use of a variety of teaching activities within RE</p> <p>Displays becoming unified across the school</p> <p>Big Books used in year 1</p> <p>Monitoring and coaching supports teachers across the school</p> <p>Long term plan clearly maps out RE across the school to provide a broad and balanced RE education</p> <p>Children enjoy the Big RE days.</p>
Areas for Development including training	<p>To use RE to actively promote children's thinking about tolerance and respect to clearly link with school vision</p> <p>To embed the three areas of the syllabus, using Understanding Christianity to support teaching and learning (Making sense of the text, Understanding the impact and Making Connections)</p> <p>To develop RE subject leadership to effectively lead RE across the whole school.</p> <p>To accurately collect data across the school to be able to monitor progress and evaluate next steps.</p> <p>To ensure that marking and feedback is consistent across the classes</p> <p>To use RE displays as a working wall within all classrooms</p> <p>To use teaching and collect evidence to establish GD learning across RE</p> <p>Training for new staff.</p>
Intent, Implementation & Impact (questions, points to consider)	<p><u>Intent:</u></p> <p>To deliver a Religious Education curriculum which will engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. We want them to know how religious education promotes balanced viewpoints and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.</p> <p>To make sure the RE curriculum is implemented and impact is monitored successfully.</p> <p>To make sure teachers use assessment to inform the sequencing of steps in the subject.</p>

To make sure pupils develop their knowledge and understanding in logical steps
To make sure there is coverage across the curriculum.
To ensure any CPD requirements are taken into account and a plan put in place.
To make sure teachers have strong subject knowledge and pupils are drawing on knowledge when answering subject-specific questions.
To ensure that knowledge and skills are consistently embedded and that there is progression across year groups and key stages.

Implementation:

Through guidance provided by York Diocese
Effective R.E teaching across the school which promotes the school's values and ethos.
Lessons to be planned and delivered using the syllabus and Understanding Christianity.
Curriculum to be planned and sequenced so that new knowledge and skills build on what has been taught before. Gaps in knowledge and skills to be addressed.
Lessons taught will show progression across year groups and year stages.
Staff meetings, CPD and team teaching will be used to improve subject knowledge and improve good practice.
Book monitoring and lesson drops-ins to be used as an informative way to improve teaching and learning. Evidence to be shared in staff meetings and on Teacher Tracker.

Impact:

Pupils will become independent and responsible members of a society who understand and become greater thinkers about the questions about life, and what people believe and what difference this makes to how they live.
Pupils will be able to make sense of religion, reflecting on their own ideas and ways of living.
Pupils will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values and identities.
Pupils to make expected progress (including PP, SEN, EAL...)
Pupils remember, long term, crucial content needed for subsequent learning.
Pupils develop their knowledge and understanding in logical steps
Pupils equip with knowledge to succeed in life.

Priority/ Development Areas from SDP	Cycle 1	Cycle 2	Cycle 3	Impact and Next Steps
Ensure the curriculum is implemented and impact is measured successfully.	<p>Create subject folder & copy action plan and checklist in AC curriculum- Subject-2022-2023</p> <p>Contact Ebor lead for your subject (if new to the role)</p> <p>Find out if/when the network meeting is (take notes to share with staff)</p> <p>Send equipment audit to all teachers - monitor who has updated</p> <p>Share subject portfolio</p>	<p>Raise the profile of subject</p> <p>Attend network meeting and update staff</p> <p>Subject day (visitors, links to community)</p> <p>Support staff in resourcing</p> <p>Subject Deep Dive</p> <p>Subject Review</p>	<p>Raise the profile of subject</p> <p>Attend network meeting and update staff</p> <p>Collate subject coverage from the year and ensure that teachers pass onto the new teachers</p>	
Ensure that knowledge and skills are consistently embedded and that there is progression across year groups and key stages.	<p>Schedule in drop ins and book looks</p> <p>Pupil voice</p>	<p>Check subject coverage in the MTP/LTPs</p> <p>Schedule in drop ins and book looks</p> <p>Pupil voice</p> <p>Staff meeting to feedback strengths and next steps</p> <p>Grants/funding for subject researched</p>	<p>Schedule in drop ins and book looks</p> <p>Pupil voice</p>	
Relevant CPD for	Organise training and	Organise training and check	Organise training and check	

staff based on individual need.	check in with new staff Staff voice	in with new staff Staff voice	in with new staff Staff voice	
Church school				
To develop and nurture the school's Christian values to capture and show how through RE, children live out the values and in doing so show respect, consideration and responsibility for others and their environment, both within the school and the wider community.	Planning check. Coverage of other faiths planned in for the rest of the year. New behaviour policy embedded and encouraging chn to respect and be responsible for their environment and school.	Drop ins Book looks Planning check	Pupil interviews Drop ins Book looks Planning check	

Cycle 1	<p>What did we achieve? Note dates</p> <ul style="list-style-type: none"> ● Created RE curriculum folder and leadership folder. ● Shared resources. ● Knowledge progression document and rationale document created. ● Attended network meeting ● Leaders together visit to look at environment and RE. ● Share subject portfolio and lesson structure ● Organise training and check in with new staff 	<p>Impact:</p> <p>Resources shared with staff and available on the drive. Beginning to be used.</p> <p>Meeting with Olivia Seymour arranged to discuss RE following the leaders together visit.</p> <p>Staff have had informal discussions about RE with JT. Profile is being raised.</p> <p>Knowledge document created and 'Story of RE at Alderman Cogan' shows progression across year groups.</p>	<p>Evidence:</p> <p>Book look evidence on teacher trackers.</p> <p>Big RE day evidence on drive.</p> <p>ROV available for visit from Chelo Brooks and team.</p>
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	<ul style="list-style-type: none"> ● Staff voice ● Book look ● Big RE day - advent. 	<p>Book looks show that RE is a priority and that chn's knowledge is developing. Improvements made after the first book look and evident in the second.</p>	
	<p>Priorities for cycle 2</p> <p>Pupil voice Continue to monitor through lesson drop ins and book looks.</p>		
Cycle 2	What did we achieve?	Impact:	Evidence:
	<p>Priorities for Cycle 3</p>		
Cycle 3	What did we achieve?	Impact:	Evidence:
	<p>Priorities for next year</p>		

