



R.E. Action Plan

Autumn 2022 – Autumn 2023

Contents

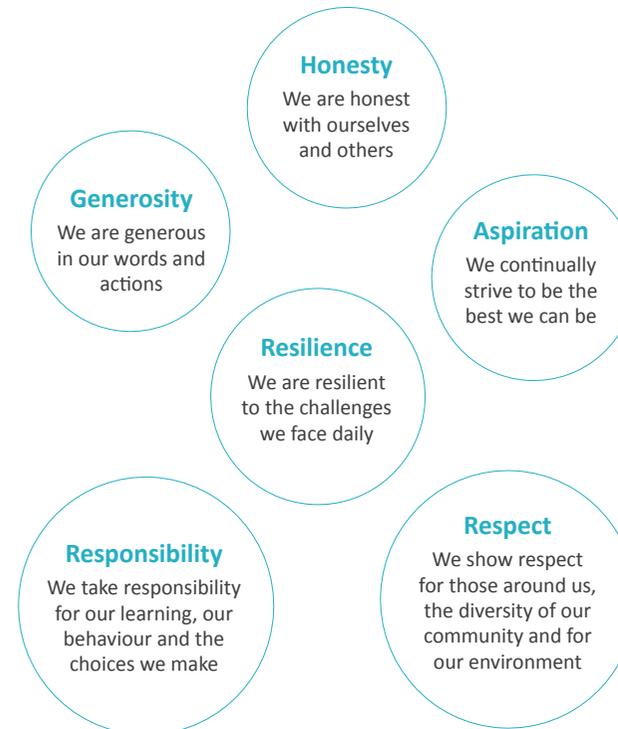
- Section One: Statement of Intent for R.E. at Whitchurch
Section Two: R.E. Key Priorities (Implementation)
Section Three: R.E. Development Planning (Implementation)
Section Four: Monitoring (Impact)



Our Aims At Whitchurch we aim to...



Our Values



Section One: Statement of Intent for R.E. at Whitchurch

At Whitchurch, the RE curriculum is designed to support children to explore questions arising from the study of religion and belief and promote their personal, spiritual, moral, social and cultural development. Our aim is to provide an environment which does not try to persuade but rather to inform and develop the skills with which evaluation can take place. In addition, we believe RE can contribute to an understanding of history and culture, to enhance children's understanding of global affairs and develop personal well-being and happiness.

We feel RE teaches our children:

- The different religions and their traditions, practices and belief.
- Respect and open-mindedness towards other children who hold different religious beliefs.
- To encourage reflection on issues of justice and truth.
- To provoke questions about the meaning of life.
- To become well prepared for a world filled with multitude of notions.
- The knowledge and skills to flourish both within their own community and as members of a diverse and global society.

Section Two: R.E. Key Priorities

Key Priorities	
To improve the quality of education in R.E for all groups of children.	To review and evaluate the effectiveness of the R.E. curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers and the Harrow agreed-syllabus.
	To build on and enhance pupils' knowledge of R.E. by providing greater opportunities to compare themes across different religions and draw upon their own personal experiences
	To embed a teacher assessment framework for R.E. to track and monitor pupils' progress and attainment
To develop the leadership of R.E to ensure all groups of pupils receive a good quality of education.	To revise and update the 'Intent statement' for R.E. so that it is more unique to Whitchurch and promotes an enquiry-based approach to learning
	To audit and evaluate the effectiveness of 'Discovery' as a scheme of work and compare and explore other options for curriculum design linked to R.E.
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within R.E.
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to R.E.	To work collaboratively with the school community to broaden the knowledge of all staff and to further develop the R.E. curriculum we deliver to the pupils of Whitchurch.
	Host R.E-related theme days and/or events to promote an enthusiasm and passion for R.E.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in R.E for all groups of children.		Lead: Dalia Aghabra, Hannah Hogberg (LoL) & Martin Thompson-Lawrie (DHT)		RAG
Key Priority: Quality of Teaching				Behind Not achieved Underway Completed
<p>1. To review and evaluate the effectiveness of the R.E curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school’s curriculum key drivers and the Harrow agreed-syllabus.</p> <p>2. To build on and enhance pupils’ knowledge of R.E by providing greater opportunities to compare themes across different religions and draw upon their own personal experiences</p> <p>To embed a teacher assessment framework for R.E to track and monitor pupils’ progress and attainment</p>				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. R.E SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils.	<p>Regularly monitor planning and books to ensure the new planning is in line with the LTP/MTPs, Curriculum maps, NC, POS and harrow syllabus.</p> <p>Subject leader (SL) to monitor-</p> <ul style="list-style-type: none"> - Is there coverage form the POS/NC/Harrow syllabus? - Are there a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Are there links to previous learning? - Is planning differentiated for ALL groups of children to learn and make good progress? - Are there opportunities for children to receive real life experiences? - The teaching and learning of RE – best practice/requires support <p>Provide clear support for teachers where required.</p> <ul style="list-style-type: none"> - Teacher voice - Create half termly feedback planning sheets to support YTLs/CTs with planning R.E. - Planning support - Team teaching and/or peer observations. 	<p>Ongoing throughout the year – half termly</p> <p>DHT/SL</p>	<p>Leadership time</p>	<p>All groups of children will have access to a well-planned and unique curriculum across R.E. Providing opportunities to develop and further their knowledge and skills, in line with National Curriculum statutory requirements, harrow syllabus outline and our curriculum drivers, throughout their learning journey at Whitchurch.</p> <p>Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching and how they refer to</p>

				our curriculum drivers unique to Whitchurch. All to ensure children are making good progress throughout the year.
2. R.E SL, SLT, YTLs and CTs will know what topics are being taught and the links between the different themes and religions embedded through an enquiry based approach at Whitchurch.	<p>Subject leader to establish clear links between previous and future knowledge of children and how it links to the R.E curriculum map/ POS/ NC/ Harrow's agreed syllabus in place at Whitchurch.</p> <p>Collate pupil voice/ staff voice on the links between different year groups POS focusing on the themes and religions how they are taught in different year groups.</p>	SL DHT CT	<p>Leadership Time</p> <p>Cost dependent on identified requirements.</p>	Children will be able to make comparisons across different religions and themes – similarities/differences. They will also be able to create their own enquiry based on their own experiences.
3. R.E SL, SLT, YTLs and CTs will implement the assessment framework that can track and monitor pupils' progress and attainment in R.E and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to R.E	<p>CPD training for class teachers to share a collective understanding of a whole school assessment system for R.E.</p> <p>Subject leader to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately.</p> <p>To look through assessment descriptors to ensure assessments are accurate and used to inform future lesson planning.</p> <p>Analysis of data identifies pupils who are not attaining national expectations in R.E. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes.</p> <p>Analysis of data identifies pupils who are exceeding in R.E and can be challenged through school-based and Home learning projects.</p>		<p>Leadership Time</p> <p>CPD Budget</p>	Teachers will be succinct in using a whole school assessment tool for R.E relating to the NC objectives that will lead to accurate formative and summative assessments of children's progress and attainment across the whole school.

Key Priority 2: To develop the leadership of R.E to ensure all groups of pupils receive a good quality of education.		Lead: Dalia Aghabra, Hannah Hogberg (LoL) & Martin Thompson-Lawrie (DHT)		RAG
Key Priority: Leadership & Management				Behind Not achieved Underway Completed
1. To revise and update the 'Intent statement' for R.E so that it is more unique to Whitchurch and promotes an enquiry-based approach to learning 2. To audit and evaluate the effectiveness of 'Discovery' as a scheme of work and compare and explore other options for curriculum design linked to R.E 3. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within R.E				
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
1. R.E subject leader, all teachers, SLT, governors and pupils all understand what is being taught, when it is being taught and how it is being taught.	Revise the intent statement to ensure it reflects our curriculum drivers and that the pupils can identify what makes R.E unique to Whitchurch. SL to ensure the intent statement is clear, concise and child-friendly and that all members of the school community are aware of our vision and aspirations to move R.E forward. SL to collect pupil and staff voice throughout the year to monitor the progress across the school. Feedback to YTLs, SLT and governors with progression of the intent statement and whole school community understanding and vision.	Spring 1 DHT SL	Leadership time	School stakeholders understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision. R.E 'Intent statement' is shared across the school/website with all stakeholders. QOE in subjects adheres to these INTENT statements. This is triangulated across all sources of evidence.

<p>2. Staff have the necessary support from SL or scheme of work that enables them to plan and delivery high quality teaching across R.E.</p>	<p>To audit and evaluate the effectiveness of 'Discovery' as a scheme of work and compare and explore other options for curriculum design linked to R.E</p> <p>Subject leader will collate staff and pupil voice across the school to identify what works well, what could be improved and what is not working for the children of Whitchurch with the resources available.</p> <p>Subject leader to network with other R.E coordinators and attend external training to further develop subject knowledge and how to design a unique curriculum for the children of Whitchurch.</p> <p>Subject leader to branch out to explore other schemes of work available to enhance the delivery of R.E at Whitchurch keeping in line with the NC/POS/Harrow syllabus and our curriculum drivers.</p>	<p>Spring/summer</p> <p>DHT</p> <p>SL</p>	<p>Leadership Time</p> <p>CPD</p>	<p>Pupils are able to talk and share their learning enthusiastically and seek opportunities to demonstrate their passion for R.E.</p> <p>Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory.</p> <p>Staff are able to teach a dynamic curriculum that sets high expectations and provides real life experience</p> <p>Pupils are exposed to real world experiences that develop them as global citizens.</p>
---	--	---	-----------------------------------	--

<p>3. Subject leader can support teachers to enhance their skills enabling pupils to make good progress & the QoE in R.E to be at least GOOD</p>	<p>To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within R.E</p> <p>Attend R.E conferences to network with other schools in the borough and share good practice and seek support and advice when needed.</p> <p>SL to seek CPD opportunities to further enhance the QoE being offered by staff.</p> <p>SL to offer support to YTLs and Class teachers with subject knowledge, planning and delivering high quality lessons that all children have access to.</p> <p>Share good practice across the school – team teaching and/or peer observations.</p>		<p>Leadership time LJ AS</p>	<p>QOE for R.E will improve across the school as we see the implementation of actions from the CPD sessions attended and the impact upon pupil outcomes.</p>
--	--	--	----------------------------------	--

Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to R.E				Lead: Dalia Aghabra, Hannah Hogberg (LoL) & Martin Thompson-Lawrie (DHT)	RAG
Key Priority: Personal Development, Behaviour & Attitudes					Behind Not achieved Underway Completed
<ol style="list-style-type: none"> To work collaboratively with the school community to broaden the knowledge of all staff and to further develop the R.E curriculum we deliver to the pupils of Whitchurch. Host R.E-related theme days and/or events to promote an enthusiasm and passion for R.E 					
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>	
1. R.E subject leader, all teachers and SLT have a sound understanding of the ethos behind the bespoke RE curriculum at Whitchurch and have the confidence to deliver it to all children at a high standard.	<p>Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made and comparison between different themes and religions are explicit to children.</p> <p>Link elements of R.E with wider curriculum across the year and ensure children are aware of these links.</p> <p>All staff have a copy of the half termly feedback planning sheets to support YTLs/CTs with planning R.E.</p> <p>Subject leader to develop links with other RE subject leaders and go on schools visits, share planning and discuss other schemes of work.</p> <p>Share best practice (a model lesson) with whole school staff to set the expectations for RE at Whitchurch.</p> <p>Contact the wider school community for faith visitors to come into school, suggestions of trips and LOTC opportunities for children.</p>	Ongoing – R.E team.	<p>Leadership time</p> <p>Leadership time</p>	<p>Pupils are able to make connections within their learning through a thematic approach to curriculum design.</p> <p>Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory</p> <p>Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience to the children of Whitchurch.</p>	
2. SL and all stakeholders are invested in giving pupils	Subject Leader to set up KS2 Faith ambassadors to promote key celebrations from the multi-faith religious calendar across the school in assemblies and theme days.	Scrap book – Aut 2	Leadership Time	Pupils are exposed to real world experiences that develop them as global citizens	

opportunities to develop their talents and interests	Liaise with parents (FoW), governors and whole school community - what experiences can they offer the pupils with regards to R.E <ul style="list-style-type: none"> - Visitors to the school from different faiths - Visits to places of worship - Opportunities to visit other schools/children in the borough - Competitions/ celebrations within the school. 	Ongoing		Pupils are exposed to real world experiences that develop them as global citizens Pupils become aware of potential career paths they can undertake linked to R.E.
--	---	---------	--	--

Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2022/2023

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To improve the quality of education in R.E for all groups of children.	Martin TL (DHT/SL) Hannah Hogberg (LoL) Dalia Aghabra	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	
To develop the leadership of R.E To ensure all groups of pupils receive a good quality of education.	Martin TL (DHT/SL) Hannah Hogberg (LoL) Dalia Aghabra	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to R.E.	Martin TL (DHT/SL) Hannah Hogberg (LoL) Dalia Aghabra	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	