

**Durley CE Primary School.**

**Subject Leader: Dolores Crowley**

## **Religious Education Action Plan 2019 – 2020**

### **Priority 1: To provide a broad, rich and engaging whole school RE curriculum.**

- Redesign the school RE curriculum to weave together Understanding Christianity and Living Difference 111
- Ensure a progression of taught skills in RE through the school
- Embed the new whole school approach to spirituality and develop more explicit planning throughout the curriculum.
- Support staff in resourcing every lesson with a variety of artefacts, visits and visitors
- Ensure relevant training is in place to support new planning

### **Priority 2: Ensure assessment is integral to the teaching of RE**

- Re-design assessment to ensure it becomes part of the overall planning of RE
- Develop pupils' leading of worship.
- Ensure assessment throughout the year is linked to final annual reports to parents
- Further develop the role of the RE manager to encompass in-depth book scrutiny, termly classroom observations and working alongside Governors.

**Priority 1: To provide a broad, rich and engaging whole school RE curriculum.**

Action	Person Responsible	Timescale	Success Criteria	Outcomes for children	Monitoring Date and Person Responsible	Cost
1.1 Ensure there is a clear progression of taught skills in RE across the school	RE Manager	Termly	Through monitoring and work sampling across the school, there is a clear skills progression in RE.	Children will increase their knowledge and skills leaving Year 6 with a clear understanding of the taught concepts and skills in RE.	Termly	
1.2 Support staff in resourcing every lesson with a variety of artefacts, visits and visitors	DC and SLT	Ongoing	Children to have a wider stimulus for RE through building up a bank of visits and visitors to call on to support the teaching of RE. Children having more access to first hand experiences. Wider use of the RE centre in Hampshire.	Children are inspired by the teaching of RE and are keen to add their own resources and experiences to the teaching.	Ongoing	
1.3 Ensure relevant training is in place to support new planning	DC and H/T	January 2019		Quality first teaching in RE supports pupils progress.	Termly	

**Priority 2: Ensure assessment is integral to the teaching of RE**

Action	Person Responsible	Timescale	Success Criteria (reference impact on standards)	Outcomes for children	Monitoring Date and Person Responsible	Cost
2.1 assessment to ensure it becomes part of the overall planning of RE	RE Lead	Spring 2019	Re-design of the RE assessment is focussed on standards and manageable for staff. Assessment should be linked to the teachers and teaching assistants observations of pupils in class, their engagement with deeper thinking and with use of photographic evidence rather than relying in the written word in books.	Assessment is informative and based on children's knowledge and understanding of RE	Autumn 2018	
2.2 Ensure assessment throughout the year is linked to final annual reports to parents	RE lead	Termly	Ensure assessments through the year are informing the final outcome in the annual report to parents.	Final statements in the annual report to parents are linked to children progress in RE through out the school year	Ongoing	
2.3 Further develop the role of the RE manager to encompass in-depth book scrutiny, termly classroom observations and working alongside Governors.	RE Lead and Governor	Termly	Continuous professional development through network meetings and whole staff training will support the effective monitoring of standards in RE across the school and training of Governors to ensure they are informed through their joint monitoring of RE.	Termly monitoring with RE manager and Governor	Termly	