



RE Action Plan 2024/25

RE Leader : Emma Hayes



<u>Intention</u> <u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>	<u>Implementation</u>	<u>Implementation</u> <u>Time frame/</u> <u>Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards</u> <u>proposed impact</u>
Catholic Life and Mission				
<p>To further embed pupils' and teachers understanding of Catholic Social Teaching so that pupils continue to make links to how they can show these teachings in their daily lives.</p>	<ul style="list-style-type: none"> • Half termly focus of two CST and opportunities to explore what these mean in daily lives of themselves and others • Links to CST made through RE lessons as appropriate in deepening understanding questions. • Display in school with CST key vocabulary • Links to CST made through Who is God calling us to be display • Links to CST in Black History themes and opportunities to link actions of key role models to CST • Pupil voice to articulate their learning about Catholic Life to reflect points above, at an age appropriate level. 	<p>Half Termly evidence and impact of these in Tapestry Books.</p> <p>Half termly pupils voice will evidence developing understanding of CST.</p>	<ul style="list-style-type: none"> • Catholic Life Values impact on behaviour and attitudes to learning. • Assemblies and the hidden curriculum, including the behaviour policy and work ethic, impact positively on the behaviour and attitudes of children in school • Teaching and support staff link Catholic Life with behaviour, embodied through the Behaviour related policies of the school and the Safeguarding expectations • Pupils will be able to clearly explain how they care for our common home and show respect for the dignity of every human person in their daily lives. 	



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	<ul style="list-style-type: none">Faith in action through charitable works including harvest, Christmas gifts, Lenten Charity - all impacts displayed			
<p>To liaise with new parish priest to plan in dates so that pupils have opportunities to celebrate the Eucharist and sacrament of Reconciliation regularly.</p>	<ul style="list-style-type: none">EH to meet with priest termly to agree dates - liaising with staff.	<p>Termly Meetings</p>	<ul style="list-style-type: none">Catholic life of school will continue to be outstanding and supported by parishLeaders, will have a planned school calendar and timetable to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days, such as patrons' days, are prioritised in the school's calendarThe Sacrament of Reconciliation is offered in school at key times in the liturgical year, such as Lent and AdventA partnership developed with the local parish or parishes to help pupils participate more fully in the liturgy.	



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<p>To increase opportunities for staff and pupils to further improve their knowledge of vocations and their call to be leaders through a Vocations day encompassing the theme of "What is God Calling me to be."</p>	<ul style="list-style-type: none"> • Vocations day to be planned for whole school to link with "God's Calling" awareness of vocations including gardening, policing etc • Father Ramesh to talk to children about his calling • Parents to be invited to share their vocations with children • Pupil voice to monitor impact. • CAFOD to be invited to talk to children about their calling to be Stewards of God's world 	<p>EH to organise</p>	<ul style="list-style-type: none"> • Awareness and understanding of vocations or others and pupil's own vocation will be raised 	
<p>To encourage pupils to reflect and share their faith journey with others</p>	<ul style="list-style-type: none"> • Give Y3 and Y6 opportunities to share their faith journey during sacramental years. • Yr 3 and Y6 to have timetabled time in spring term to share their thoughts and experiences of their faith journey through prayer services led by Yr 6 and workshop activities • Prayer partners will be allocated to children • Links with SFA Chaplaincy to provide liturgy for Yr 6 • Yr 12 SFA pupils to be invited to talk about Pilgrimage experiences. 	<ul style="list-style-type: none"> • Spring 1 • Yr 6 and Yr 3 Teachers to facilitate • SFA links across Autumn and Summer terms 	<ul style="list-style-type: none"> • Yr 3 and Yr6 will have a greater understanding of their faiths and the experiences they will share • Yr 6 will be role models to Yr 3 leading them in their faith journey and sharing ideas and learning. 	



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<p>To improve the prayer area outside to help the children reflect on the beauty of the world simply whilst praying.</p>	<ul style="list-style-type: none"> • Invite pupil voice to suggest ways to improve the area. • Mini Vinnies to be involved in improving area with support from gardening club and JJ 	<ul style="list-style-type: none"> • JJ and EH to support • 	<p>The care and attention given to this space will reflect the dignity of each person and contribute positively to their formation.</p> <p>Pupils will link the area as a place of beauty and a place they can simply be in peace with God.</p>	<p>Mini Vinnies met and ideas to be discussed.</p> <p>Team during vocations week to work on the area.</p> <p>Bushes cleared to enable access.</p>
<p>The Catholic Curriculum - To further develop, embed and monitor the effect of "Building the Bigger Kingdom" CPD</p>	<ul style="list-style-type: none"> • Big Questions planned to link CST to other areas of curriculum - eg Is it ever right to use violence? How can we use knowledge of materials to be more sustainable? • Big questions to display in classroom • Big questions added to KKO and planning documents 	<ul style="list-style-type: none"> • SLT to Monitor • CPD • Staff Meeting time to plan and support big questions with other subject leaders to make links. • Pupil Voice. 	<p>Children will be able to make links to their faith more confidently to other areas of their learning.</p> <p>Pupils will be able to describe confidently how their learning in other subjects helps them to follow the teachings of the church.</p> <p>The whole of the curriculum taught in school will have links with Catholic teachings of the Church.</p> <p>Opportunities will be provided, across the full breadth of the curriculum, to make choices that reflect the richness of Catholic contributions to culture.</p>	<p>KKOs updated and shared.</p>



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Religious Education

<p>To monitor the use of gap tasks further so that a greater challenge is expected of pupils and pupils have a clearer understanding of what they need to improve and put the learning into the context of the pupils' own lives and experiences.</p>	<ul style="list-style-type: none"> • Staff peer monitoring to support and develop gap tasks using the Question and Prompts for Gap Task document • RE Lead to follow monitoring cycle to ensure that next steps, for all, are well targeted, actioned and impact is monitored. • Cluster monitoring to focus on how CST and GV and links to scripture ensure that greater challenge is given 	<ul style="list-style-type: none"> • Termly 	<p>Pupils will have a clearer understanding of what they need to improve and be able to put the learning into the context of the pupils' own lives and experiences.</p> <p>Greater challenge will be expected for all classes and links to CST and GV and scripture will become more embedded</p>	<p>Book trawl peer work - September / October 2024</p> <p>Deepening thinking and understanding mat shared and in place to extend questions.</p> <p>Evidence in RE books of deeper questions is developing - feedback shared and governors informed</p>
<p>To continue to support the newly appointed teachers including ECT to develop religious knowledge and pedagogy so that all pupils have access to high quality teaching</p>	<ul style="list-style-type: none"> • Monitoring of books and planning • EH to support with planning in classes. • Eh to team teach to support development of Religious knowledge and ability to ask questions to extend pupils knowledge. 	<ul style="list-style-type: none"> • Weekly 		



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<p>Provide and evidence 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)</p>	<ul style="list-style-type: none"> • Pupil voice and monitoring of books to focus on LA children • Resources to support pupils to be provided. • Share ideas of activities with staff during peer monitoring time 	<p>Termly</p> <ul style="list-style-type: none"> • Class Teachers / TA 	<p>LA are able to demonstrate knowledge of RE through tasks planned to support this.</p> <p>The progress of groups with specific needs matches or is improving towards that of other pupils with the same starting points.</p>	
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Collective Worship and Prayer

<p>To embed the child led monitoring and evaluation cycle of prayer services with their peers so that this is confidently and independently carried out in all classes.</p>	<ul style="list-style-type: none"> • Timetable of prayer services to include fortnightly pupil prayer led and teacher led cycle to help modelling of good practice • RE Lead to support Mini Vinnies to evaluate prayer services and model • RE Lead to devise a timetable so that evaluations happen independently, and next steps are shared so that improvements can be made. 	<ul style="list-style-type: none"> • RE Lead to monitor with Mini Vinnies 	<p>Mini Vinnies will be more confident and independent to evaluate prayer services.</p>	
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To provide CPD for all staff to support prayer	<ul style="list-style-type: none"> • Whole School Inset with JO Boyce to explore creative ways to pray. 	<ul style="list-style-type: none"> • RE Lead to arrange 	Staff will develop further ideas to inspire children to pray and be spiritual. Staff will experience personal spiritual fulfilment.	Date booked – SMM invited
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Monitoring

<p>To ensure stimulating teaching and learning opportunities for all through a knowledge-based curriculum/embedding key words and phrases</p> <p>To encourage “ Learning is knowing and remembering more”</p>	<ul style="list-style-type: none"> • Book trawls with pupils present to be carried out in line with whole school approaches to assessment. • Key Knowledge Organisers for key facts in books and vocabulary for all unit strands displayed • 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. • Lesson Observations in all year groups • Liaise and moderate with cluster schools to share good practice. 	<p>Autumn 2 Spring 2 Summer 2</p> <p>Autumn 2</p>	<p>Writing in RE books will continue to reflect the standard produced in all areas</p> <p>Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity.</p> <p>Pupils are actively engaged in lessons; they are reflective and are highly committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.</p> <ul style="list-style-type: none"> • Pupils enjoy their learning and approach lessons with great interest, passion and enthusiasm. As a consequence, behaviour in lessons is outstanding • Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress. 	<p>Books and pupil voice collected for prayer and RE books</p> <p>Link governor completed booklook and pupil voice with NH and EH</p> <p>Next steps shared and impact shared with staff</p>
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			<p>Attainment in all classes will be above 85% achieving at least expected</p> <p>Pupils make consistently good progress by knowing more, remembering more, and doing more when measured against the planned curriculum for each year.</p> <p>Pupils, including disadvantaged pupils and pupils with SEND, achieve the best possible outcomes in all years and age-phases.</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 governor evaluation is well documented.</p> <p>(as recommended in RE section 48 report Feb 2018)</p>	<p>Link governor meeting Autumn 1 through pupil voice and book look</p>

Autumn 2 Next Steps:

- Staff meeting to support deepening questioning and extending HA thinking November - Peer Monitoring and planning to support.
- Book looks and planning monitoring to see impact of next steps and staff meeting carried out.
- Prayer monitored by Mini Vinnies and Staff.
- Prayer service / Stay and pray rota shared in readiness for Spring Term .
- Commitment Mass for Yr 6 - support Fr Ramesh.



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- Support KS2 with carol service
- Travelling Crib to be prepared and shared with all classes across Advent.