

# Seven Stars Primary School



## RE ACTION PLAN

2021-22

## INTENT

To 'open doors' for all our pupils to grow in their knowledge and understanding of religious beliefs, practices and traditions, which have an influence on individuals, communities and cultures, enabling our pupils to explore questions related to spiritual development and the meaning and purpose of life.

### Door 1 (Key Skills)

- Develop reading and comprehension skills when reading for information about other Faiths and beliefs, and interacting with key religious texts
  - Write reports, recounts, poems, letters or diaries in response to religious beliefs, narratives and accounts

### Door 2 (The world)

- Show respect for all cultures, beliefs and traditions and, in doing so, to promote positive attitudes towards other people.
- Enable children to understand their community and to value the lived experience of others (including through visits to places of worship or inviting visitors into school)
- Help children grow into positive citizens taking their example from people of faith or no faith and identifying how their faith position affects how they relate to the world.

### Door 3 (Healthy Lives)

- Help our children to build positive relationships with other people from other cultures, faiths and traditions through understanding and dialogue
  - Encourage children to respect the ideas, attitudes, values, beliefs, traditions and feelings of others.
    - Explore what each religion believes about a healthy lifestyle.

### Door 4 (Creativity)

- Explore religious expressions of faith through the arts (e.g. paintings, music, sculptures, poetry) and identify how religious beliefs have been expressed over the ages (e.g. Handel's Messiah, Islamic art, Hindu temples & architecture)
  - Develop children's ability to express their own beliefs creatively

### Door 5 (Communication and Language)

- Expand children's vocabulary in talking about faith traditions ensuring they have increasingly sophisticated words to express their ideas and beliefs with increasing effect
  - Develop their ability to listen to others (sharing experience and valuing each other's beliefs, opinions and ideas)
    - Provide forums for healthy and respectful debate around key topics of belief

**This will intent will be achieved through ensuring that:**

- 1. RE is taught systematically (with sequences of learning building on prior knowledge) throughout the school to a good standard**
- 2. Class teachers and support staff are clear about prior learning in RE and plan to fill the gaps in pupil learning due to Covid**
- 3. Regular and accurate formative assessment in RE knowledge and skills takes place**
- 4. The needs of children who are struggling with RE understanding are met well (Bottom 20%)**
- 5. Pupils develop a love for studying RE and a love and curiosity for exploring thinking, belief and faith**

6. Links are developed with High Schools, Colleges, and people from faith communities to ensure support in RE teaching and teacher subject knowledge

7. Links are developed with all High Schools to ensure support with transition from Key Stage 2 to Key Stage 3 to continue a love for RE

### IMPLEMENTATION

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
  - Leading professional development, providing guidance and support to colleagues
    - Oversee assessment
  - Making best use of financial and human resources to impact on standards
  - Promoting the subject and championing the subject with colleagues and pupils.

Focused intent	Focused implementation (success criteria and specific actions)	Timescales	Resources	Accountable	Monitoring & Evaluation
1. <b>RE is taught systematically (with sequences of learning building on prior knowledge) throughout KS2 to a good standard</b>	<p>Develop over the year a high quality RE curriculum showing progression of knowledge and skills based on the Lancashire Agreed Syllabus.</p> <p>To develop a clear sequenced curriculum through medium term planning overview development and completion of knowledge organisers over the year.</p> <p>Liase with local High Schools to support teacher subject knowledge, development of a sequenced curriculum, resource recommendations and appropriate cross-phase links to KS3</p>	<p>From September 2021 Specialist teacher to identify starting points of all classes post-COVID</p> <p>Over the academic year: investigate and implement resources to support teaching of RE</p>	<p>Lancashire RE syllabus</p> <p>Resources from High Schools</p> <p>Ofsted research report</p>	<p>MM (HT &amp; RE subject leader)</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
2. <b>Class teachers and support staff are clear about prior learning in RE and plan to fill the gaps in pupil learning due to Covid</b>	<p>Teachers and staff review prior learning in RE, current understanding and steps to 'catch-up' to age-related expectations</p> <p>Gaps identified and addressed in planning over the year so pupils are where they need to be in their knowledge and understanding by the end of the year (key essential knowledge)</p>	<p>From September 2021 (and ongoing)</p>	<p>RE subject co-ordinator</p> <p>Lancashire Agreed Syllabus</p>	<p>As above and SLT / Governors</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>

<p>3. <b>To ensure regular and accurate assessment in RE</b></p>	<p>Formative assessments of all pupils in RE during lessons to determine next steps in planning (identifying needs for differentiation/challenge) including using retrieval practices to embed and review knowledge and understanding.</p> <p>Annual formal assessments in RE using teacher assessment and scheme assessments based on key areas of:</p> <ul style="list-style-type: none"> <li>○ Substantive (or declarative) Knowledge (WHAT – knowing about the religions studied)</li> <li>○ Ways of knowing (procedural) – understanding how to know about Religion (<i>e.g.</i> through lived experience of others, visits, artefacts, texts)</li> <li>○ ‘Personal knowledge’ (tacit) – awareness of their own values, beliefs and presuppositions</li> </ul>	<p>On-going formative assessments</p> <p>End of year (July 2022)</p>	<p>Scheme assessments</p> <p>KLIPs grids</p> <p>Support from subject leader</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
<p>4. <b>To ensure that the needs of children who are struggling / exceeding with RE are met well (Bottom/top 15%)</b></p>	<p>Children who are struggling to access the RE curriculum are assessed regularly and in detail to determine what the difficulties are.</p> <p>Teachers plan to support children who are struggling to ensure progress by retrieval practices, fun quizzes, scaffolding, modelling and clear differentiation</p> <p>Those are exceeding in RE to be identified and to form part of RE ambassadors discussion group involved in ways of developing the RE provision and curriculum and debates re: philosophy and faith</p>	<p>From September 2021</p>	<p>Additional resources as needed to support children who are struggling and opportunities for those exceeding</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
<p>5. <b>Pupils develop a love for studying RE and a love and curiosity for exploring thinking, belief and faith</b></p>	<p>Love for RE developed through:</p> <ul style="list-style-type: none"> <li>-RE texts/stories (included in classroom reading areas and school library)</li> <li>-RE Days &amp; events (special festivals/events/moments)</li> <li>-use of RE artefacts (special things)</li> <li>-visits to places of worship (special places)</li> <li>-visits by people who have a ‘lived experience’</li> <li>-use of art, music, drama, architecture as insight into faith and belief</li> </ul>	<p>From September 2021</p>	<p>Familiar stories in RE</p> <p>Variety of RE materials and sources</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>

<p>6. <b>To develop links with High Schools to ensure high quality transition to the learning of RE at Key Stage 3</b></p>	<p>RE staff from the local Secondary Schools to support the development of RE at Seven Stars and to support with the transition and learning of RE in Key Stage 3 through: -visits to Seven Stars school -offering visits to the High School to the RE departments</p>	<p>October 2021</p>	<p>Support from local High Schools including Worden Academy</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
<p>7. <b>To ensure regular monitoring of standards in RE at Seven Stars Primary School</b></p>	<p>RE lead to undertake regular monitoring and provide feedback and support as needed to Key Stage 2 team leaders, Senior Leadership Team and Governors (Curriculum and Standards)</p>	<p>From September 2021</p>	<p>Time planned into the school calendar to undertake monitoring activities</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
<p><b>IMPACT</b></p> <ul style="list-style-type: none"> <li>○ <b>Monitoring the effectiveness of teaching and the impact on learning and standards</b></li> <li>○ <b>Evaluating and summarising all aspects of the subject to define next steps for improvement.</b></li> </ul>					
<p>A higher number of children reach age expected levels and higher in RE by July 2022</p>	<p>Data analysis at the end of the year to show an upwards trend of children reaching age expected levels in RE</p> <p>Regular assessments to identify successes and those children who are not making enough progress and struggling to access the curriculum. Strategies to support improvement discussed with Key Stage Leaders/teachers</p>	<p>July 2022</p>	<p>Assessment Grids</p>	<p>MM with SLT</p>	<p><b>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</b></p>
<p>A higher number of children are accessing RE at age appropriate</p>	<p>Lesson drop-ins, book scrutiny and knowledge coverage analysis shows an increasing number of lessons planned at the expected age appropriate level</p>	<p>Review at the end of each term</p>	<p>Assessment Grids</p>	<p>As above</p>	<p><b>Termly lesson observations/drop ins/book</b></p>

levels in lessons as gaps in learning are filled and progress made					scrutiny/data analysis/pupil voice/ staff voice/parent voice
All teachers in KS2 are becoming more confident to teach RE to a high standard	Lesson observations and book scrutiny judge all teaching and learning in RE to be at least good in KS2.  Support is provided as appropriate to teachers who need further development via High Schools	Review at the end of each term.	CPD Support from RE lead and colleagues External Visitors	As above	Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice
A higher number of pupils are enthusiastic about learning RE	Pupil interviews, observations around school, increased opportunities to grow in knowledge and understanding through events and interactions	Review at the end of the year (July 2022)	External links	As above	As above