

## DEVELOPMENT PLAN FOR Religious Education-2019/2020

**Key issue:** To further develop the RE curriculum so children know more, remember more and understand more of the religiously diverse world they live in.

### Targets

1. To further develop RE subject leadership to ensure the RE curriculum enables children to know more and remember more.
2. To monitor evidence of pupil outcomes and attainment to ensure a broad and balance curriculum is being taught with children knowing and remembering more.
3. To ensure that lessons are engaging, provide opportunities for them to ask and reflect on key questions and reinforce key knowledge and vocabulary so that the children have a better understanding of the world around them and retain the information and skills taught.

<b>Targets</b>	<b>Actions and timescales</b>	<b>Persons responsible</b>	<b>Resources</b>
1. To refine the intent, implementation and impact in RE with a clear focus on knowledge, skills and vocabulary.	Review RE policy	AB	
	Review the long term plan and create progression grids to ensure there is progression of knowledge, skills and understanding across year groups	AB	
	Review intent, implementation, impact statements and update on website	AB	
<b>Milestones for target 1.</b>	December 19  Progression grids are created for all year groups and are shared with staff.  Curriculum intent is understood by all staff.	March 20  Pupil's work and pupil voice demonstrates they know, remember	July 20  Pupil voice demonstrates that pupils know more and remember more. They use appropriate subject specific vocabulary for

	Teacher's planning and delivery and pupil's work demonstrates that the progression grids are being implemented successfully.	and use key vocabulary.	their year group to articulate their understanding.
<b>Evaluation</b>			
<b>2</b> To effectively monitor the implementation and impact of RE using evidence of pupil voice and pupil's work to ensure a broad and balance RE curriculum is being taught with children knowing and remembering more.	Deliver CPD for members of staff so they understand the assessment tools		Time for monitoring and pupil interviews
	Ensure assessment tool is being used effectively by teachers to identify children working below, at and above age related expectations.		
	Use Pupil Voice as an opportunity to monitor children's knowledge and understanding of the key strands in RE		
	Monitor marking and feedback to ensure it is subject specific		
	Identify vulnerable children with support of teachers and provide support to ensure the vulnerable children are knowing and remembering more		
<b>Milestones for priority 2.</b>	December 19  Teacher's planning and delivery and pupil's work demonstrates that key skills are taught and children can apply across the key strands	April 20  Pupil's work and pupil voice demonstrates that pupils know more and remember more of the skills taught.	July 20  Pupil voice demonstrates that pupils know more and remember more. They use appropriate subject specific vocabulary to articulate their understanding.

<b>Evaluation</b>			
3. To ensure that lessons are engaging, provide opportunities for them to ask and reflect on key questions and reinforce key knowledge and vocabulary so that the children have a better understanding of the world around them and retain the information and skills taught.	Monitor lessons and books to ensure correct vocabulary is being used and is understood	AB	
	Use Pupil Voice to elicit if children are able to clearly articulate their personal beliefs, ideas, values and experiences	AB	
	Complete learning walk to ensure vocabulary is displayed.		
<b>Milestones for priority 3.</b>	<p>December 19</p> <p>Teacher's planning and delivery and pupil's work demonstrates that key skills are taught and children are being given the opportunity to reflect on key questions.</p>	<p>March 20</p> <p>Pupil's work and pupil voice demonstrates they know, remember and use key vocabulary appropriate to the year group.</p>	<p>July 20</p> <p>Pupil voice demonstrates that pupils know more and remember more. They use appropriate subject specific vocabulary for their year group to articulate their understanding.</p>

<b>Evaluation</b>			
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