



School Improvement Priorities



Curriculum Intent

- Teaching of RE follows the Plymouth Agreed Syllabus 2024- 2029. This curriculum aims to ensure that all pupils :
 - 1. **make sense of** a range of religious and non-religious **beliefs**, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
 - 2. **understand the impact** and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
 - 3. **make connections** between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Curriculum Implementation

- These aims are delivered in KS1 and KS2 through the exploration of **Key Questions**
- Through these questions children will encounter Christianity, Judaism, Islam, Hinduism and Humanism. Multi faiths and worldviews are also explored alongside each other through thematic questions.
- High pupil engagement is ensured as lesson content is presented and explored in a wide range of ways. Powerpoint, video clips and oral story telling is used. Pupils can explore artefacts and artwork. They take part in role play, debate and discussion. Visiting speakers come into school and off-site visits are arranged.
- Pupils demonstrate their learning and understanding and express their own ideas through role play and discussion, through artwork and with pictorial as well as written recording.

Curriculum Impact

- At the start of each new unit, children are asked the Key Question. What they already know is recorded. In KS1, the teacher collects ideas from the whole class on a group document. In KS2 children complete their own individual document. At the end of each unit children return to this document and their additional/revised ideas are collected and shown in a different colour (again whole class in KS1, individually in KS2)
- Additional and corrected knowledge is evident as well as greater depth of understanding of impact and the children's own reflections.
- Any continuing misunderstandings can be addressed at the end of the unit and revisited in future retrieval questions.

Progress: To use ongoing assessment effectively to close the academic gaps between key groups to ensure that all children make at least expected progress from their own starting point in reading, writing and maths.

Curriculum: To monitor the impact of curriculum provision and enrichment opportunities to ensure all children have access to a broad and balanced curriculum that meets their needs.

English – To develop staff's pedagogical knowledge in relation to writing so that we create confident and proficient writers, building on our embedded approaches to communication, language, phonics and reading.

Culture - To create a positive culture throughout the school, rooted in our school values and positive behaviour to in turn increase NOR and attendance to be above the primary national average – 94.6% with a school target of 97%.

What are your key priorities? (Action Plan 2026-27)

- To embed within all staff an appreciation of the importance of RE both for the acquisition of skills that can be used in other subject areas and its value for society in the development of knowledgeable and tolerant young people.
- Every key question will have a cover page, designed by class teachers.
- To ensure RE is taught regularly and to a consistently high standard, particularly when delivered by PPA teachers other than DC and JM.
- To ensure class teachers know the key questions for their year group and what has gone before and what will come after.
- To gather pupil voice quotes
- To help pupils to better retain previous teaching (adding retrieval questions to the start of each lesson)
- To have a record of every lesson in each child's folder. This may be a discussion summary written by the teacher or annotated photographs of role play, for example. Every session record is dated and shows the key question explored.
- Pre and post unit assessments are completed for each unit.
- All statutory assessment predictions to be in line with 2026 National Averages.
- Use systems such as Knowledge Organiser to measure/ determine progress of children against key objectives in Foundation Subjects.
- Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day.
- Subject leaders to monitor to ensure breadth and depth in their subject within the whole school connected curriculum, including feeding back to individuals and year groups and monitoring next steps.
- Subject leaders to complete the monitoring document for their subject when carrying out moderation during learning visits, pupil voice, book looks and planning scrutiny.
- To support children in understanding their local community and their place in the world, including our drive for sustainability.
- Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day.

CPD

- Continuation of funding from the curriculum budget to enable artefacts and other resources (eg photos) to be kept updated and added to
- Funding from the curriculum budget to enable us to pay for visiting speakers and other enrichment events, including those we source through the Diversity Centre.
- Possible introduction of Jigsaw RE

Adaptive Teaching

In-the-moment adaptive teaching includes:

- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Explaining and orally rehearsing new vocabulary, counting syllables.
- Highlighting and boldening key learning points.
- Cover pages for each key question are easily accessible in folders for quick reference to key words and ideas with accompanying images.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli
- Collecting and considering group responses to support individual answers
- Step by step instructions for any task.
- T or TA scribing a child's responses
- Lists, pictorial, labelled or captioned recording

Provision for all

RE is a great leveller, ideas and opinions are as important as correct factual answers, enabling all children to be able to make valid contributions during lessons.

All children can have and share their own insider experience of belonging to a faith community or holding a world view.

RE is made accessible to all by adaptive teaching enabling all children to explore the same key questions.

Teaching is presented in a variety of engaging ways. Photos, videos, artefacts to handle and visitors/visits enable the more abstract aspects of religious and non-religious worldviews to be better understood by seeing what real people do in their everyday life.

Written recording in RE is minimal, children can present their knowledge and ideas in a range of ways, with Teacher support as necessary, enabling all to succeed.

Enrichment opportunities

- Visiting speakers from all faiths
- Visits to places of worship of all faiths
- Children invited to share their own faith experiences
- Children respectfully enjoy hands-on exploration of Artefacts