

Priority: Religious Education	Subject Leader: Mrs L Dacombe	2022-2023
Maintenance targets and strengths:		
<p>To continue and maintain a high standard of teaching of religious education (RE) linked to the Herts RE scheme of work, across the Early Years Foundation Stage (EYFS (topics include Understanding the World: People, Culture and Communities)) and key stage 1.</p> <p>To ensure that children are being taught a well-balanced and interactive curriculum, which both supports and challenges the minds of the pupils.</p> <p>To continue with the school ethos of a creative curriculum, teaching RE in an engaging and creative way that supports the children and promotes their love of learning.</p> <p>To support the children’s learning opportunities with visits to different religious places of worship within the local community. To deliver a range of assemblies which celebrates the six faiths the school focuses on during the school year.</p> <p>For RE to be part of the broad and balanced curriculum, which leads to pupils gaining essential knowledge that they need in preparation for future success and become well rounded citizens of the community (cultural capital).</p>		
Development:		
<p>To continue to ensure a high standard of RE teaching is taking place throughout the school across all year groups, covering the six main faiths.</p> <p>To ensure that all eight key areas of RE are being covered in a way that allows for progression from Nursery to Year 2 and the end goal is for the majority of pupils to achieve age related in Understanding the World (People, Culture and Communities) at the end of EYFS and the expected standard or greater depth at the end of Year 2 in RE.</p> <p>To closely monitor subject content throughout the year.</p> <p>To ensure the key vocabulary linked to RE is progressive from Nursery through to year 2 and is embedded in each year so pupils develop a broad vocabulary linked to RE.</p> <p>To identify gaps in pupils’ learning of RE and ensure that the gaps are addressed.</p> <p>To continue to maintain links with the community and religious leaders.</p> <p>To ensure that the RE curriculum provides all pupils with the knowledge, skills and experiences to support their development into educated, global citizens and to ensure that all pupils have the same opportunities to develop their cultural capital.</p>		
Development Targets:		

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
PRIORITY 1: Raising attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.	Ensure that all pupils are able to enjoy curriculum enhancements, like school trips and experiences, no matter their circumstances.	September 2022 – throughout the year.	Staff time/FROG donations	AB	Letters go out to parents that ask for a suggested donation and parents can pay whatever they can. All pupils are taken on the trip whether their parents have paid or not.
	Teachers carryout summative assessments at the end of each geography unit to identify gaps in knowledge and vocabulary.	End of each teaching unit.	Staff time	AB Class teachers Year group leaders	Gaps identified and addressed.
<p><u>Mid-year review:</u> All pupils have had access to the trips and experiences that have taken place so far this year. No pupil has been excluded due to circumstances. Teachers are about to assess foundation subjects at the end of the spring term using a marksheet created by the acting assistant head until marksheets are available on Arbor.</p>					
PRIORITY 2: Further embedding equalities, representation and inclusivity throughout the school such that every pupil (and member of staff) recognises their	Teachers to ensure geography displays have representation and inclusivity of all pupils.	September 2022 – throughout the year.	Staff time – display walks, staff meeting time	AB	Displays are regularly photographed and are representative and inclusive of our school community.
	Subject lead to ensure the photograph book has full representation and inclusivity of all pupils.	September 2022 – throughout the year.	Staff time	AB	Photograph book is updated and the photos chosen reflect the diversity and inclusivity of our school ethos.

value within the community.					
<p><u>Mid-year review:</u> Display walk took place in the autumn term and displays were monitored for diversity and inclusion. All displays were inclusive and representative of the wider pupil population. Photobook is representative of all pupils and will be updated further in the Spring term.</p>					
<p>PRIORITY 4: Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped to fully embody, the school's ethos, policies, curriculum and expectations.</p>	Subject leader to ensure availability for curriculum overviews with new members of staff if required.	September 2022 – throughout the year.	Staff time, printers, paper.	AB	All staff are aware of the curriculum in Geography and how the curriculum spirals to support progression.
	Continue to add in key vocabulary from previous years and the current year into the planning to ensure that the staff teaching and supporting it are able to recap and embed the new vocabulary confidently.	September 2022 – throughout the year.	Staff time, laptops and server.	AB	Planning is checked across year groups to ensure the inclusion of the key vocabulary from the current and previous year group. All staff in classrooms are modelling the correct vocabulary.
<p><u>Mid-year review:</u> Staff are adding the vocabulary from the previous year into the current planning alongside the vocabulary from the current year. Subject leader has been available for staff if support has been required.</p>					

Development Targets:					
Target	Input, activities and tasks	Timescale	Cost / budget	Monitoring	Success Criteria

			heading / resources		
To further secure an outstanding quality of education by putting in place a robust COVID catch-up system.	<ul style="list-style-type: none"> To ensure the modelling of RE language, sentences, pronunciations. Use of key vocabulary, both from the previous and current year groups to embed previously taught vocabulary. Use of religious non-fiction books as reading and library books to further develop a pupil's knowledge of different religions from around the world. Monitoring of additional support put in place to bridge gaps from previous year groups due to school closures. Continue to build up missed out experiences due to school closures. 	Ongoing throughout the year.	Time	LD	<p>Pupils will begin to bridge gaps in learning created by school closures due to COVID. The catch-up system will be firmly implemented across the school throughout RE teaching and learning.</p> <p>Class teachers steer parents towards the learning packs available on school website if pupils have COVID.</p> <p>The RE Curriculum Journey updated (March 2022) (Located in Curriculum 2021-22 folder).</p>
To review the online learning platform, Purple Mash, is equipped to support the curriculum we have in place at The Giles Nursery and Infants' School so that the children can continue to receive a high quality RE curriculum from home.	<ul style="list-style-type: none"> To look through the activities available on Purple Mash to see will match up with our current curriculum and which activities can be adapted to match our creative curriculum. 	Autumn term	Time, computer	LD	<p>Website to be checked and list to be made of activities that match.</p> <p>Class teachers steer parents towards the learning packs available on school website if pupils have COVID.</p>

<p>To monitor the teaching of RE through Purple Mash for children isolating.</p>	<ul style="list-style-type: none"> To monitor the curriculum being taught and work being assigned to pupils that are part of an isolating bubble through Purple Mash. 	<p>Ongoing as and when bubbles are isolating.</p>	<p>Time, computer</p>	<p>LD</p>	<p>Teaching to be monitored through Purple Mash weekly when classes are taking place online.</p> <p>Parents are informed of encouraging their children to access the learning platform through the school newsletter.</p>
<p>To monitor the teaching of RE through the learning packs provided for isolating pupils.</p>	<ul style="list-style-type: none"> To monitor the learning packs available on the school website to check for learning opportunities for RE for pupils to complete at home while isolating. To ensure that the learning is accessible to all pupils learning at home (i.e. resources). 	<p>Ongoing as packs are updated and as guidelines are adapted.</p>	<p>Time, computer</p>	<p>LD</p>	<p>Pupils have access to RE learning at home through the learning packs available on the website.</p> <p>Class teachers steer parents towards the learning packs available on school website if pupils have COVID.</p>
<p>Recovering the school's curriculum including identifying gaps in pupils' learning and addressing them.</p>	<ul style="list-style-type: none"> Teaching staff to refer to the RE curriculum map to identify potential gaps in learning and adapt planning accordingly. 	<p>Ongoing</p>	<p>Time, RE curriculum journey</p>	<p>Class teachers</p>	<p>Planning to be monitored to ensure planning is adapted and gaps are addressed.</p> <p>The RE curriculum journey updated (March 2022) (Located in Curriculum 2021-22 folder)</p> <p>Class teachers in year groups to address gaps in their pupils learning and adapt planning accordingly.</p>
	<ul style="list-style-type: none"> The effectiveness of the catch-up curriculum to be monitored. 	<p>Spring and Summer 2022</p>	<p>Time</p>	<p>LD</p>	<p>Data to be monitored and books to be checked to</p>

					<p>ensure the effectiveness of the catch-up curriculum.</p> <p>A deep dive took place in May 2022</p>
<p>To ensure that the curriculum journey and curriculum map is updated to correspond with the new EYFS curriculum.</p>	<ul style="list-style-type: none"> To ensure that the curriculum journey is updated to reflect the adapted EYFS curriculum now that the new statutory framework is in place. 	<p>Autumn 2021</p>	<p>Time and RE Curriculum Journey and Curriculum Map</p>	<p>LD</p>	<p>The curriculum journey and curriculum map have been updated to reflect the statutory framework being taught.</p> <p>The RE curriculum journey and curriculum map updated (March 2022) (Located in Curriculum 2021-22 folder).</p>
<p>To further secure outstanding wellbeing by ensuring pastoral systems continue to support exemplary behaviours for learning including those pupils with complex SEMH and SEND.</p>	<ul style="list-style-type: none"> Subject leader to support with the implementation of bespoke curriculums that meet the specific needs of the pupils as required through providing any additional resources or books. Supporting parents at home with any RE homework. The use of stories to explore different perspectives and scenarios to support the learning of RE. Supporting with the stretch and challenge of higher attaining pupils. 	<p>Ongoing throughout the year as required.</p>	<p>Time, resources</p>	<p>LD</p>	<p>Pupils displaying exemplary behaviours are well supported in their learning through a personalised RE curriculum that best meets their needs.</p> <p>Personalised learning for pupils in each class to address their individual needs.</p>
<p>To keep abreast of national changes in education.</p>	<ul style="list-style-type: none"> Subject leader to keep informed of the changes to the EYFS curriculum and the impact of this on the planned RE in Reception and Nursery. Subject leader to update the curriculum journey accordingly once the curriculum has been finalised. Subject leader to find out if the present the Herts for Learning scheme of work for RE is to be continued/revised this forthcoming year. 	<p>Ongoing throughout Autumn and Spring term.</p>	<p>Time, laptop</p>	<p>LD</p>	<p>Spring term completed</p> <p>Updated curriculum journey and map that accurately reflects the new curriculum and key vocabulary.</p>

					<p>Information to be obtained from Herts for Learning and shared at a staff meeting.</p> <p>Reception staff met and reviewed and updated the Reception curriculum journey to reflect the new learning objectives from the EYFS curriculum (November 2021)</p> <p>The RE curriculum journey updated (March 2022) (Located in Curriculum 2021-22 folder).</p>
<p>To monitor and evaluate effective teaching and learning of RE across the school, ensuring that the curriculum is engaging, creative and meets all pupils' needs, including the speech and language base children, SEND, EAL and pupil premium children.</p>	<ul style="list-style-type: none"> • To review all year groups planning and topic webs. • To collate photographic evidence of displays and children's work. • Meetings with staff to monitor how teachers are assessing RE. • To monitor the progression of RE using progress tracking sheet. 	Ongoing	Time	LD	<p>Ensuring RE is being taught effectively throughout the school from Nursery to Year 2.</p> <p>Build up a collection of displays and evidence of pupils work to be kept on the school server and in Subject files.</p> <p>A deep dive took place in May 2022.</p>

To achieve good quality assessment data to show progress made in RE.	<ul style="list-style-type: none"> To collect a range of differentiated work from all year groups. To monitor data from key stage 1 and EYFS. 	Ongoing	Time, computer.	LD – to monitor progress of RE throughout the year to be used in final report to governors in the Summer term.	<p>Ensuring the pupils make progress in RE and is meeting the needs of individual pupils and their styles of learning.</p> <p>Data to be collected from class teachers/SIMS/Arbor in Summer term 2022.</p>
To monitor displays and how this impacts on children's learning.	<ul style="list-style-type: none"> Gain pupil voice from children focusing on the recall of pupil's knowledge and use of RE key vocabulary. Learning walks around school taking photographs of displays. 	Ongoing	Photographs, photocopies of pupils work.	LD – photos to be taken of displays for folder and photographic evidence book.	<p>Build up a collection of displays and evidence of pupils work to be kept on the school server and in Subject files.</p> <p>Ongoing throughout the year</p>
To observe high quality teaching across the school.	<ul style="list-style-type: none"> Subject leader to pre-plan observations with staff to be able to observe a range of different skills and topics taught throughout the school. 	Spring and Summer terms.	Time out of own class.	LD - Observations to be written up and shared with class teachers.	<p>Observation notes within the subject leadership folder, copy provided for observed teacher.</p> <p>Deep dive scheduled for Summer term 2022.</p>
Use of key vocabulary to be monitored to ensure correct vocabulary is being used and embedded and that the children are able to use the words in their work.	<ul style="list-style-type: none"> Vocabulary to be a focus of observations that take place in across the year groups. Displays to be monitored to see use of key vocabulary. Pupil voice to be taken to provide evidence of embedded vocabulary. 	Ongoing throughout the year.	Time	LD – subject leader to observe other classes across year groups.	<p>Lessons to be observed with key focus. This is shared with the teachers beforehand. Displays to be monitored termly for pupil voice and key vocabulary to ensure a vocabulary-rich environment.</p> <p>A deep dive took place in May 2022.</p>
	<ul style="list-style-type: none"> To ensure the key vocabulary being taught is relevant, clear and specific to each topic. 	Ongoing	Time to monitor	Class teachers	Key vocabulary to be focused on during class observations as part of monitoring.

<ul style="list-style-type: none"> Key vocabulary to be added to and updated in curriculum journey documents for 2021-22 and put on the school website. 	Autumn 2021/Spring 2022	Time	LD	<p>Curriculum journey to have updated key vocabulary and for them to be uploaded to the school website.</p> <p>A deep dive took place in May 2022.</p>
<ul style="list-style-type: none"> Key vocabulary of the current and previous year to be added to detailed year group planning to address curriculum gaps. 	From Autumn 2021	Time	Class teachers	<p>Planning to be monitored to ensure that previous vocabulary is added.</p> <p>The RE curriculum journey updated (March 2022) (Located in Curriculum 2021-22 folder).</p>
<ul style="list-style-type: none"> All staff including support staff to know and understand the key vocabulary for each unit of work and model it correctly to the pupils. New key vocabulary is shared with support staff at the start of a new unit of work to ensure use of vocabulary is consistent. 	From Autumn 2021	Time	Class teachers and support staff.	<p>Staff are able to use the key vocabulary within the correct context demonstrating their knowledge.</p> <p>The RE curriculum journey updated (March 2022) (Located in Curriculum 2021-22 folder).</p>
<ul style="list-style-type: none"> Key vocabulary documents to be shared with parents via the school website through curriculum journeys and the school newsletter. 	Autumn 2021 and ongoing	Time, computer	LD/Year group leaders.	<p>Curriculum journeys to be uploaded to the school website and newsletter to be monitored for geography vocabulary.</p> <p>Office staff to transfer updated curriculum journey onto school website.</p>

Whole school assemblies	<ul style="list-style-type: none"> To lead a range of celebration assemblies linked to the six main faiths during the school year via Zoom recordings/ whole school assemblies. 	Ongoing throughout the school year.	NA	LD	<p>Assemblies: Autumn term: Harvest (October) Sukkot (October) Diwali (November) Guru Nanak (November) Advent (December)</p> <p>Spring term: Chinese New Year (February) Shrove Tuesday (March) Holi (March) Easter (April)</p> <p>Summer term: Eid al Fitr (May) Buddha's birthday (May)</p>
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To further secure an outstanding quality of education through supporting teachers to make sure that children learn key vocabulary in all subjects and understand what the words mean and use them appropriately in their work.	<ul style="list-style-type: none"> The curriculum journey identifies the key vocabulary to be taught in each year group from Nursery to Year 2. All teachers have access to this document and use it to inform their planning. At year groups planning meetings, teachers to look at key vocabulary to be taught in RE, including RE vocabulary taught from previous years. All vocabulary to be included in lesson plans. Teachers to share key RE vocabulary with support staff at the start of a new unit of work 	Ongoing – curriculum maps/ journeys	Curriculum Journey	<p>Pupil Voice</p> <p>Lesson plans</p> <p>Lesson Observations of teachers modelling key vocabulary</p> <p>Curriculum Journey documents</p> <p>Website</p>	<p>Key vocabulary to be learnt by all pupils is relevant, clear and specific.</p> <p>Pupils understand the key vocabulary and are able to use the words in their work.</p> <p>Pupils know more and remember more over time as vocabulary builds on prior learning.</p>
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<p>Teachers to check pupils understanding, address misconceptions and revise key vocabulary linked to RE topics.</p>	<p>(key stage 1) and at weekly planning meetings for EYFS.</p> <ul style="list-style-type: none"> • Learning walls and RE displays to include key vocabulary. Staff to refer to the key vocabulary during learning, asking pupils for definitions when appropriate. • RE key vocabulary shared with parents via school website and weekly newsletter. • Homework activities linked to RE to include key vocabulary. 			<p>Newsletters</p> <p>Pupil target sheets</p> <p>Learning packs</p>	<p>Key vocabulary for each unit of work is clearly detailed in planning.</p> <p>Key vocabulary that forms part of 'missed learning' is identified.</p> <p>Gaps in understanding are exposed and addressed.</p> <p>All staff including support staff know and understand the key vocabulary for each unit of work and model it correctly to pupils</p> <p>Key vocabulary is shared with parents, enabling them to support their child's learning and be aware of what is expected in each year group.</p> <p>Pupils are immersed in the vocabulary they need to know and understand. They are given opportunities to talk about new vocabulary and discuss definitions</p> <p>Pupils with English as an Additional Language (EAL), Speech and Language Base pupils, disadvantaged pupils and those with special educational needs (SEND) are</p>
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					<p>able to access learning securely and make good progress.</p> <p>The RE curriculum journey updated (March 2022) (Located in Curriculum 2021-22 folder).</p> <p>A deep dive took place in May 2022.</p>
<p>To ensure the school is prepared for future potential closure of school / bubbles through robust and dynamic risk assessment for the return of all pupils and their ongoing safety; effective contingency planning for future remote learning needs; recovering the school's curriculum including identifying gaps in pupils' learning and addressing them; and identifying pupils'</p>	<ul style="list-style-type: none"> • Year group teachers to research and source appropriate online learning platform linked to RE for pupils to carry out at home. • Year group leaders to meet with receiving year group teachers to discuss which aspects of the curriculum have not been covered due to school closure. • Provision and curriculum to be adjusted accordingly. • All year groups to have copies of previous year's curriculum journeys and identify key missed learning and vital vocabulary. Skills and knowledge are pre-taught and sequences of learning extended to secure understanding. • RE leader to monitor effectiveness of catch-up. 	<p>Ongoing – reviewing online learning across EYFS and key stage 1.</p>	<p>Adapted to curriculum documents</p> <p>Monitoring records</p> <p>Risk assessments</p> <p>Policy documents</p> <p>Displays</p>	<p>LD</p>	<p>Selected suitable and age appropriate online learning platform.</p> <p>Feedback from year group teachers.</p> <p>Pupil voice.</p> <p>All year groups have created learning packs for pupils who are absent from school due to COVID and will steer parents towards these learning packs on the school website.</p>

mental health and well-being.					
Monitor the teaching of RE across EYFS and key stage 1.	<ul style="list-style-type: none"> Year groups to outline the RE taught in each year group and to update the RE curriculum map and the school curriculum journey of any changes made to the teaching of RE in the different year groups. 	Ongoing – reviewing online learning across EYFS and key stage 1.	NA	LD to oversee the coverage of RE curriculum journey.	<p>Coverage of RE taught from Nursery through to Year 2.</p> <p>Coverage of RE was reviewed in March 2022 and the curriculum journey updated (Located in Curriculum 2021-22 folder).</p>
Assessment of pupil's work	<ul style="list-style-type: none"> To collect a range of differentiated work from across all age groups. 	Ongoing throughout the school year – asking staff for pieces of work/ photographs/ pupil voice	Photocopy samples of children's learning in RE.	LD to gather evidence of children's learning in RE from year teachers in Nursery through to Year 2.	<p>Evidence of the children's progress and attainment will be collated and monitored</p> <p>A deep dive took place in May 2022.</p>
Collect photographs to update RE photographic evidence folder.	<ul style="list-style-type: none"> Take and collect photographs of activities linked to RE. 	Ongoing throughout the school year.	Photographs to be printed and displayed in evidence folder.	Teachers in school to place photographs of RE in subject leader folder on school server.	<p>Evidence of RE taught across the school will be gathered and recorded as evidence.</p> <p>Ongoing throughout the year.</p>
Whole school assemblies	<ul style="list-style-type: none"> To lead a range of celebration assemblies linked to the six main faiths during the school year via Zoom recordings. 	Ongoing throughout	NA	LD	<p>Assemblies: Autumn term: Harvest (October) Sukkot (October)</p>

		the school year.			Diwali (November) Guru Nanak (November) Advent (December) Spring term: Chinese New Year (February) Sangha Day (February) Holi (March) Easter (March) Summer term: Eid al Fitr (May)
Links with the community	<ul style="list-style-type: none"> Organise for visits to religious places or for religious leaders to visit different year groups. Year 2 'The Christmas Journey'. Reception to have vicar in to talk to the children in spring term. Reception to visit All Saints church during summer term. 	Ongoing throughout the school year. This has not been achieved due to COVID.	Letters to be sent out to parents to inform of forthcoming events.	Class teachers	Feedback from year group teachers. Pupil voice. Photographs. Now that the school is welcoming visitors back into school, class teachers will be inviting religious people in from the local community.
Renewal of resources	<ul style="list-style-type: none"> Purchase resources to replace worn out or broken artefacts. 	Ongoing Resources bought for Reception	Cost will depend on resources purchased.	LD to speak to class teachers.	LD to speak to staff at beginning of autumn term to ask if any year group needs resources to be updated or renewed.
Impact, including supporting evidence and data:					
Autumn Term	Due to COVID, whole school assemblies celebrating different faith festivals have recorded on Zoom for class teachers to access within their classrooms. All teachers were emailed to inform them of where they could access these assemblies.				
Spring Term	Due to COVID, whole school assemblies celebrating different faith festivals have recorded on Zoom for class teachers to access within their classrooms. All teachers were emailed to inform them of where they could access these assemblies.				
Summer Term	Due to COVID, whole school assemblies celebrating different faith festivals have recorded on Zoom for class teachers to access within their classrooms. All teachers were emailed to inform them of where they could access these assemblies.				

