**Subject Development Plan: RE 2021-2022**

**September 2021**

Key Issues: Ensure MA pupils are suitably challenged; develop pupils’ knowledge of Christianity, other principal religions, other religious traditions and secular world-views; close gaps caused by school closure; develop positive attitudes, curiosity and respect for others through increasing visitor contact from a range of faith and secular views; develop use of subject specific vocabulary in line with whole school oracy development.

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| **Objective****\* objectives carried over due to Covid school closure** | **Planned Impact** | **Process** | **Who and When**  | **Resources** | **Monitoring** | **Review** | **Next Steps** |
| To identify gaps in learning caused by school closure.(particularly PP pupils and those with SEN) | Pupils have not missed out on key knowledge and skills that were due to be taught in the summer term. | Look at long term plan, identify gaps. Discuss with staff how these gaps can be closed eg in Year group assembly time | LG and all staff  | Staff meeting time | LG |  |  |
| \*To monitor RE learning through gathering assessment pieces for portfolio \*\*carried over again due to covid disruption  | Examples of ARE assessed pieces available to show expectation, coverage and for moderation – use Easter unit as covered in all year groups at the same time | LG to collect copies of assessed ARE pieces of work from each class.  |  All staff LGEnd of each term ongoing | Updated assessments tasks from Discovery RE given to staff | LG |  |  |
| \*To ensure the inclusion of Secular World Views into KS2 curriculum | Breadth of coverage of all agreed syllabus/NC objectives | LG to contact Humanist visitor identified in 2020 to arrange workshops/assembly for UKS2\*\* | LG Summer Term | Assembly time | KW |  |  |
| \*To identify and support more able learners in RE\*\*refresher needed as new staff members now teaching RE | Provide opportunities for more able learners evaluation/critical thinking in relation to enquiry questions  | Extra resources for MA, research via RE websites, MA RE learners identified in Teachers planning and use assessment criteria at end of each unit to challengeLesson observations in Spring term | All staffSpring term  | Staff time to look at Red ‘Skills of evaluation andcritical thinking in relationto the big enquiry question and consider when planning | LG |  |  |
| \*To hold a ‘Discover Islam’ Day. | Breadth of coverage of main religions. Hands on experience for pupils. | LG to research and book school visitors and give ideas pack to teachers | LG book for summer term | possible funding for resources needed for the day TBC | KW |  |  |
| To develop the use of subject specific vocabulary (in line with whole school oracy) | Pupils confidently use a range of subject specific vocabulary when speaking and writing within RE | LG to direct teachers to Discovery RE vocabulary list for each unit and teachers to make vocabulary explicit, encouraging use when speaking and writing within RE. Correct use of vocabulary to be expected when writing and highlighted pink when correct in line with school marking policy. | LGAll teachers of RE in school | Staff meeting time | LG |  |  |
| To identify opportunities within RE teaching to support the whole school focus on developing reading. | RE contributes towards raising attainment in reading. | Teachers encourage independence in reading and incorporate more reading focused activities into teaching eg pupils scanning a text for information rather than being given it directly. | All staff, ongoing | NA | RF |  |  |