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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | | |
| **Subject** | **RE** | | | | | | | |
| **Staff** | **Laura Bull / Debbie Wheeldon / Amanda Baines** | | | | | | | |
| *Inspirational teaching in RE is consistently challenging and engaging.*  *This enables pupils to access significant opportunities to reflect on deeply theological and philosophical questioning.*  *The dynamic and passionate leadership of RE, enhanced through rigorous monitoring, ensures the highest standard of provision.*  *Teachers demonstrate the confidence to move beyond the planned to make the most of children’s curiosity and questions which significantly enhances learning.*  *All pupils, including vulnerable pupils, flourish academically in RE.*  **SIAMS- P Rusby 938 (Nov 2019)** | | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| To enhance the **clarity** of the **distinctive Christian Vision** and the ability of all stakeholders to **articulate** this vision.  To continue to provide **excellent education** in a **Christian environment**, ensuring **high quality opportunities** for worship and high-quality curriculum covering Understanding Christianity and Durham/Newcastle Syllabus. | | | * The Christian Vision is clearly articulated and the shape and direction of the school’s mission is holistic. * Subject monitoring- Lessons Observed, Book Scrutinies and Assessment continue to reflect high standard of learning for all pupils. * Worship is carefully planned across the year; enabling all members of the school community to participate in a range of acts of worship and offer opportunity to explore their own spirituality. * Father Philip is involved in the planning and running of RE and classes visit church/Father Philip visits school to share knowledge and skills. * Children are taught a balanced Religious Education curriculum where they are offered the opportunity to discover the lives of people of all faiths and none. * Children are confident when reading and referencing The Bible. * RE (pupil) leaders take ownership leading class worships across school and support Father Philip in the delivery of weekly services. | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To ensure that staff can clearly articulate the distinctively Christian vision and how the ethos, mission and vision seamlessly interlink to holistically shape the strategic direction of the school. | | | |  |  | |  |  |
| To create and share new long-term plan, ensuring balance between Christianity and other faiths. | | | |  |  | |  |  |
| To develop and embed the use of assessment in RE. | | | |  |  | |  |  |
| Through close collaboration, further enhance the mutually beneficial partnership between the local church, the school and the communities they both serve. | | | |  |  | |  |  |
| Knowledge and skills of pupils and staff continue through the development of relations between school and Father Philip, who is now fully a part of the school community. | | | |  |  | |  |  |
| Ensure that the new relationships and sex education (RSE) policy reflects the guidance in the document ‘Valuing All God’s Children’. | | | |  |  | |  | ASK DEBBIE? |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| * Audit of resources for other faiths Costs for resources/ boxes – * Visits to places of worship | | | | | | Mick Johnson | | |
| **Evaluation** | | | | | | | | |
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