

Self Evaluation Form

Subject: Religious Education

School Context

- The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster.
- The proportion of pupils eligible for a free school meal is below average but many families are on low incomes. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits.
- We have identified that 25 per cent of our pupils have home lives that negatively affects their school life and their ability to thrive. Significant work is completed to support these children through learning mentors and a school play therapist.
- The largest ethnic groups are: White - British (82.1%), White - any other White background (7.6%), Mixed - White & Black Caribbean (1.2%), Mixed - White & Black African (1.6%), Mixed - White & Asian (1.2%), Mixed - any other mixed background (2.0%), Asian or Asian British - any other Asian background (1.2%). This school has 11 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9 so although we do have less EAL children identified than national we celebrate our cultural diversity.
- We are an inclusive school. In 2018, the school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.2%).
- Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened for nine years in a cycle where each subject has a deep dive on a rolling programme. So experienced subject leaders know their subject's strengths and areas for development well.
- School is part of a number of excellent partnerships including being a founder member of SAT so we benefit from excellent links to secondary education which has supported the development of our curriculum e.g. internship programme.

Baseline

Understanding the World People and Communities

60% EXS+ 3% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

At Katherine Semar Schools, RE is a valuable part of the curriculum offering opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross culturally. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge discrimination.

In-line with The Essex agreed syllabus for religious education 2015 we aim to ensure pupils:

- engage with challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

- learn to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Implementation

In 2019, we decided that there was too much content in the curriculum and we needed to cover each aspect in more depth rather than try to fit in so much content. An analysis was completed to streamline our curriculum whilst ensuring we still had a broad and balanced curriculum covering all important world religions with an emphasis on the religions in our school.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of RE. Lessons will often be linked to children's learning in English, History, PSHE or Geography.
- We understand that our world is constantly changing and wherever possible, real time issues and topics will be explored throughout our RE curriculum.

Key learning experiences

- We understand that first-hand experience is an essential element of an outstanding RE curriculum and therefore ensure it is a high priority for all learners.
- Visiting places of worship, meeting religious believers and exploring artefacts ensures children gain these first-hand experiences.

Challenge and Support for all Learners

- We understand that every learner develops differently, and we adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Impact

Year 2

98.2 per cent working at the expected level.
 17.5 per cent working at a higher standard.
 100 per cent of PPG children working at expected level.

Year 6

95.2 per cent of children working at expected level.
 33.9 per cent of children working at a higher standard.
 100 per cent of PPG working at expected level.

Other commentary

A low percentage of children are working below in every year group, year 4s have a slightly higher percentage (19%).

All year groups except years 4 and 6 have a low percentage of children working and a higher standard.

Lowest percentage of children working at a higher standard in R.E.

40% of PPG children in year 3 (10) are working below in R.E.

There is a low percentage of children assessed as working at a higher standard in R.E. across the school.

Significant developments in the subject

At Katherine Semar Schools, our R.E. curriculum follows the Essex Agreed Syllabus for R.E. (2015).

In 2019, we decided that there was too much content in the curriculum and we needed to cover each aspect in more depth rather than try to fit in so much content. An analysis was completed to streamline our curriculum whilst ensuring we still had a broad and balanced curriculum covering all important world religions with an emphasis on the religions in our school. This amended curriculum has been implemented from the beginning of the 2019-2020 academic year.

Strengths

- A real strength of our R.E. curriculum are the enrichment visits which accompany the childrens' learning and develop a deeper understanding of their work. These include both local visits to St. Mary's church in Saffron Walden to others further afield for example to Hindu temple in west London.
- There are also learning opportunities for older pupils with other Saffron Walden schools at the Baptist church or the annual Holocaust Remembrance Service for all year 6 pupils.
- Both schools have regular visits each term from the Saffron Walden Assembly Team (representatives from Saffron Walden churches).
- A wide range of educational trips and visitors relate to and enrich learning and Tier 3 vocabulary acquisition in RE. These often act as a launch or land to a unit of learning in RE.
- Strong links with local churches including the Baptist church and St Mary's Church.
- New trip to Buddhist temple was planned but cancelled due to pandemic. Our usual trip to Hindu temple was enjoyed by Year Four.
- Saffron Walden Assembly Team (from local churches) come to deliver regular assemblies in both schools.

Areas for development

- Developing links with a Buddhist temple to arrange a visit for Year 6 pupils, provisionally planned for Summer 1.
- It is hoped to arrange for a speaker from the Humanist Society to speak to Year 6 pupils.

Monitoring and evaluation systems

OUR MONITORING – How will we monitor the effectiveness of our R.E. policy?

Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in R.E:

- **Lesson Observations and Learning Walks**
Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Pupil Conferences**

Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.

- **Governor Visits**

As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.

Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of English at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual:

- Becoming familiar with what 'spiritual' means in the religions they study e.g. use of silence and meditation.
- Exploring the insights, beliefs and teaching of faith traditions.
- Exploring beliefs and values, through stories, celebrations, rituals and practices.
- Reflecting on what they learn about religions.
- Developing their own beliefs and values.
- Valuing intuition.
- Appreciating the beauty and order of natural and human made world.
- Responding to their world with awe and wonder.
- Asking ultimate questions – responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity.
- Expressing their thoughts creatively.
- Being aware of things other than the material and physical.
- Encourage an understanding and respect for those who hold views different from their own.

Moral:

- Looking at the examples set by characters in religious stories.
- Discussing the moral teaching of founders and leaders.
- Exploring key themes in religious stories e.g. good and evil.
- Reflecting on the teaching in moral codes: what is right and wrong?
- Learning that there may be more than one side to moral argument.

Social:

- Learning about different religious communities and how they work together.
- Hearing religious stories which show a variety of relationships.
- Understanding how religious moral codes bind a community together.
- Exploring events e.g. ceremonies and festivals, which bring communities together.
- Discussing religious attitudes to social and environmental issues.
- Knowing and understanding importance of family and traditions within religious faiths.

Cultural:

- Exploring Britain as a multi-faith, multi-cultural society.
- Discussing how peoples' beliefs and cultural traditions affect the way they live their lives e.g. food, dress.
- Exploring religious traditions in their own community and how these shape people's lives.
- Using the arts as a stimulus.
- Representing work in various artistic forms.
- Meeting people of a variety of faiths and cultures and visiting places of worship.
- Looking at different attitudes to animals and environment in different cultures.

Training

4.3.20 – Vocabulary
14.2.20 – Subject Leadership
28.1.20 – SMSC
21.1.20 – Ofsted Experience
14.1.20 – Subject Leadership
3.12.19 – Foundation subjects – Attainment/Subject Leader Update
17.10.19 – Vocabulary
17.9.19 – Subject Leader Plans/Vocabulary
23.4.19 – INSPIRE work scrutiny
28.3.19 – SIP Review Day
12.3.19 – STEM Training
8.1.19 – Curriculum Team Meeting
19.10.18 – Assessment for Learning
9.10.18 – Curriculum Leader Teams
12.6.18 – Subject Leadership Review/MME
6.6.18 – Valuing Vocabulary
15.5.18 – Monitoring Subjects
24.4.18 – Cross curricular writing
14.11.17 – Writing across the curriculum
12.9.17 – Vision afternoon (SDP)
5.9.17 – Curriculum Bids

Enrichment

The R.E. curriculum is enriched by both visitors to the school and visits to places which develop and deepen their learning.

Visits include to local Churches (Years 2 and 3), Hindu Temple (Year Four), Buddhist Temple (Year Six).

Both schools have regular twice termly assemblies taken by (S.W.A.T) a team of volunteers from a mix of local churches.