



Weaverthorpe CE (VC) Primary School
Weaverthorpe
Malton
North Yorkshire
YO17 8ES
Telephone: 01944 738280
E-mail: admin@weaverthorpe.n-yorks.sch.uk
Head Teacher: Miss J Wilkinson B.Ed. (Hons)



During the academic year 2016 – 2017, as part of our school development priorities, we looked at our provision of RE. We use the criteria from 'The Religious Education Quality Mark' when making the judgements.

Religious Education Quality Mark

Learners and Learning

- Learners make good progress in relation to their age, ability and prior experience. The assessment grids provided with North Yorkshire Agreed Syllabus offers an appropriate mechanism for judging the children's achievements.
- Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems. School tracking data shows the majority of children make at least expected progress.
- Learners are responding to big questions and are beginning to shape their own learning. Lesson plans and the children's work show that learning is planned around big questions, concepts, dilemmas/enquiries, giving learners opportunities to ask questions and suggest lines of enquiry.
- Learners connect their learning in religious education with other curriculum areas and the local community. They ask questions and lead their own lines of enquiry. We look at charity organisations across the world and link them to belief. Links are made in Literacy, PSHE and the schools values to RE.
- Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music. Each class have an artefact related to the class value. We light 3 candles during worship to indicate the Holy Trinity. During 2016-17 there has been an emphasis on music for worship and different worship songs have been resourced. We actively seek resources for the RE themes by using the 'Lifting the Lid' sources.
- Learners have opportunities for spiritual, moral, social and cultural (SMSC) development. We encourage dialogue and discussion so the children can explore their own ideas and perceptions. During 2016 – 17 Key Stage 2 visited a Buddhist Centre to widen their SMSC development. We hold school church services, celebration worships and visit 'Hope Central'.
- A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning. The assessment grids provided with North Yorkshire Agreed Syllabus offers an appropriate mechanism for judging the children's achievements. We look at the 'next steps' for learning and the 'I can' statements.
- Learners know how well they are achieving and what they need to do to improve. The assessment grids provided with North Yorkshire Agreed Syllabus offers an appropriate mechanism for judging the children's achievements. We look at the 'next steps' for learning and the 'I can' statements.
- Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, including self and peer assessment.

Teachers and Teaching

- There are high expectations and good subject knowledge. We hold staff development meetings with a focus on RE. Two teachers have attended 'Understanding Christianity' training.
- Planning builds on prior learning. The North Yorkshire Agreed Syllabus offers an appropriate mechanism for building on prior knowledge.
- The quality of religious education teaching in most lessons is good or better.
- Different teaching strategies that promote high-level thinking are used to teach religious education.
- Agreed criteria are used for levels of achievement in planning. The assessment grids provided with North Yorkshire Agreed Syllabus offers an appropriate mechanism for judging the children's achievements and showing the next steps.
- Classroom conditions are created for effective learning. We think carefully to ensure a variety of display, a layout suitable for a cooperative and reflective environment, a provision of 'quiet, reflective' areas and the use of artefacts.
- There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely. Our behaviour policy supports an active learning environment.
- The teacher plans for some space and time, providing opportunity for spiritual development. We think carefully to ensure a variety of display, a layout suitable for a cooperative and reflective environment, a provision of 'quiet, reflective' areas and the use of artefacts. We plan and provide time and opportunities for thought and discussion during RE and worship.
- The religious education curriculum is planned around key questions and/or key concepts.

Curriculum

- The religious education curriculum meets the appropriate syllabus requirements. The North Yorkshire Agreed Syllabus offers an appropriate curriculum for building on prior knowledge.
- The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of learners, including those with additional needs. During 2016-17 we have introduced the 'Understanding Christianity' curriculum and plan to develop this further in 2017-18.
- The religious education curriculum ensures continuity and progression of learning. The North Yorkshire Agreed Syllabus offers an appropriate mechanism for building on prior knowledge.
- The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance.
- Religious education is using materials which develop knowledge and conceptual understanding. Classroom conditions are created for effective learning. We think carefully to ensure a variety of display, a layout suitable for a cooperative and reflective environment, a provision of 'quiet, reflective' areas and the use of artefacts. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely. Our behaviour policy supports an active learning environment. The teacher plans for some space and time, providing opportunity for spiritual development. We think carefully to ensure a variety of display, a layout suitable for a cooperative and reflective environment, a provision of 'quiet, reflective' areas and the use of artefacts. We plan and

provide time and opportunities for thought and discussion during RE and worship. The religious education curriculum is planned around key questions and/or key concepts.

- Religious education in the school promotes understanding of local, national and global faith and belief communities. The Key Stage 1 children explore Christianity and Islam whilst the Key Stage 2 children explore Christianity and Judaism. We encourage dialogue and discussion so the children can explore their own ideas and perceptions. During 2016 – 17 Key Stage 2 visited a Buddhist Centre to widen their SMSC development. We hold school church services, celebration worships and visit 'Hope Central'.

Subject leadership

- Religious education has an effective leader who has a clear vision for teaching and learning and has impact on outcomes for the learners. This leadership will change during 2017-18 to the Head teacher.
- The subject leader is an advocate in school for the importance of religious education
- Religious education is well resourced and we seek further resources from 'Lifting the Lid' and 'Hope Central'.
- The religious education policy and development plan are informed by the appropriate syllabus and includes robust self-evaluation, including the views of learners. We are to develop this further by using the 'Understanding Christianity' resources.
- Religious education priorities are informed by the whole school development plan. There are appropriate and robust targets for learning.
- Religious education plans recognise the contribution it makes to learners' spiritual, moral, social and cultural (SMSC) development.
- All school policies connected with religious education are in place.
- The subject leader knows about religious education teaching and learning across the school and uses light touch but robust monitoring of the subject.
- The subject leader enthuses other colleagues in teaching religious education by their own teaching and staff development meetings.
- The subject leader informs parents about religious education in the school and responds to parental feedback.
- There is evidence that religious education has made links with the governing body. Two members of the Governing Body regularly meet with the Head teacher to discuss the development of 'Our Church School'.

Continuing Professional Development

- Staff have opportunities for CPD within religious education that increases their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. We hold regular staff development meetings with an emphasis on the teaching and learning of RE. Two teachers have attended the 'Understanding Christianity' courses led by the diocese.
- CPD has an impact on learners' learning and is reported to governors. Two members of the Governing Body regularly meet with the Head teacher to discuss the development of 'Our Church School'.
- CPD in religious education supports priorities in the whole school development plan.
- There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning. We use the resources available through the SACRE materials. We hold regular

staff development meetings with an emphasis on the teaching and learning of RE. Two teachers have attended the 'Understanding Christianity' courses led by the diocese.