

RE School Self-Evaluation (Primary) School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Enriching the curriculum through visits to a variety of places of worship - starting in our local community and then visiting areas with a diverse range of culture and faith. It is our aim that all children will have had the opportunity to visit a Church, Mandir, Mosque and Gurdwara. Through the help of York Interfaith, we are enquiring about visits to a synagogue. Due to Covid, we have had to temporarily suspend these visits however the children will take part in virtual visits through Bradford Interfaith.

2. Where are there weaknesses/areas for improvement?

At present, it has to be the implementation of the new Agreed RE Syllabus and measuring its impact. As a subject leader, I want raise the profile of RE and ensure that we have an inspiring and engaging curriculum which allows children to understand the people in the world and become skilled cultural navigators.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Pre-Covid, we had developed strong partnerships with other faith groups within our community. The Imam from York Mosque would regularly come into school to lead assemblies and also support in class with the delivery of the RE curriculum. We also pride ourself on the relationship between the school and Huntington parish. We are very fortunate to be supported with assemblies, visits to the locals church, carol services and visits into school to support with the Christian aspects of the curriculum.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan.

Please see attached RE development plan for 2021/22 - working document

5. Is there anything related to RE for which you would like external support?

In the Primary RE Network, we are in the process of creating a working party to identify threads which run through the new Agreed syllabus which show progression and identify opportunities to revisit and build on prior knowledge. It might be useful if we could get some time out of the classroom to work together to do this and with some support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Work scrutiny, learning walks, monitoring of coverage, staff voice, meeting with the pupils, timetabling of RE.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

We found that during home learning, due to the nature of the subject and the quality of discussion needed to deliver an effective RE curriculum, we are having to build the gaps in the children's knowledge. With the implementation of the new Agreed Syllabus, we feel that we are offering a good quality of RE provision which we expect will lead to good outcomes for all children.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Agreed Syllabus launch - taken back to school and delivered to staff.

Primary RE Network meetings - implementation of new Agreed Syllabus

Developing an effective Primary RE Curriculum - raised questions about how units are structured to ensure curriculum is progressive and provides opportunities for children to revisit and build on prior knowledge - fed into discussion at Primary RE Network meeting and with staff in school about the curriculum mapping of their year group units.

Curriculum Conversations: Teaching using story and text in Primary RE - provided with a list of texts which could be used to support and promote the RE curriculum. Discussion now with staff to see how certain texts would work in their year group.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

I led an RE CPD session as part of the training day in September to introduce the Agreed Syllabus. From this, staff have had the opportunity to look closely at the units and we have worked together to create the Long Term Plan.

10. Do you have links with a local group of teachers ?

I am part of the Primary RE Network.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: 1 hour

KS1: 1 hour

KS2:1 hour

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

Class teacher

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Please see attached Long Term Plan

18. How does the SoW ensure progression between the key stages?
a. In respect of subject knowledge?

Units are well sequenced - thinking about prior knowledge and building on content, concepts and vocabulary that have been taught in the key stage before.

- b. In the development of skills?

SoW allows for skills taught in previous units to be revisited and built upon which allows for children to know more and remember more. The units allow for several opportunities to revisit key learned concepts for future long-term retention.

Resources

19. Are the resources sufficient to support the RE programme? Yes/**No**

No - the scheme of work to accompany the new Agreed Syllabus needed to be purchased in order to support members of staff particularly with subject knowledge. The scheme often refers to resources from RE Ideas which are only available to members of NATRE- we have since taken out a membership.

20. Are there any resources that you would recommend to other schools?

21. Are there any resources that you are lacking?

Texts from other faiths and cultures - I have recently attended a course delivered by Fiona Moss who shared some useful titles which would really support our curriculum.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YoYo - York Schools and York Trust.

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Bradford Interfaith - Shree Lakshmi Narayan Hindu Temple, Guru Gobind Singh Gurdwara

Management and Organisation of RE

No. of students on roll 396

24. Name of subject leader:

Claire Rowlinson

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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