

Christ the King Catholic Voluntary Academy

Religious Education, Collective Worship and Catholic Life Action Plan 2021-22

Named Governor	Malcolm Rossa	Named Staff	Annie Carter (Head Teacher) Katie Dodd (RE lead)		
Current Standards (Data driven)	Current standards: 2020/21: 86.5 % of pupils achieved at or above the standard for end of KS1 85.6% of pupils achieved at or above the standard for end of KS2 (Diocesan Averages for 2020-21: KS1: 74%, KS2: 78%).				
Estimated Standards (End of year. Data driven)	Projected End of Year for 2021-22: End of KS1 @ Age Expectations or above (2S): 83% End of KS2 @ Age Expectations or above (6S): 82%				
Objective (Why are we doing this?)	Actions (What will you do?)	Timescales	Person responsible	Cost/resource implications	Success criteria (What will the impact be when the action is completed?)
Catholic Life					
To implement, monitor and review the new RSHE programme 'Life to the Full' by TenTen	<ul style="list-style-type: none"> ➤ Staff meeting on lesson structure and book expectations for RSHE ➤ Promote RSHE as a stand-alone subject (subject exercise book) ➤ Attend diocesan course 'implement and monitor the impact of RSHE' – Advent Term 2021 ➤ Brief governors and invite questions ➤ Review content in book look – Advent term 2021 ➤ Provide RSHE parent sessions for Upper Key Stage Two ➤ Share information and support for parents via the parent portal from TenTen ➤ Staff survey questions relating to trial period 	Pentecost term 20-21 Advent and Lent term 21-22	KD	Approx. £850	Relationship and Sex Education and Health Education Curriculum being taught in all year groups and integrated across the curriculum Every parent will have full confidence in the school's RSE programme to meet their child's needs. RSHE policy updated and shared with all stakeholders Children can talk confidently about healthy relationships with a variety of people Children are equipped with the skills to report abuse of any kind
To embed the work on Gospel Values and integrate and link the Catholic Virtues into the existing framework of Ethos, Values and Culture	<ul style="list-style-type: none"> ➤ Whole School Assemblies led by HT on Gospel Values and St Thomas Aquinas and Catholic Virtues ➤ Classrooms to create a display of their Gospel Value – include the biblical reference, quote and Sainly exemplars of Gospel Value ➤ Teachers to explore the Gospel Value with the children and how this links to virtues and regularly reference in day-to-day learning ➤ First RE lesson of academic year dedicated to our school mission statement and the chosen Gospel Value for each year group ➤ Mission day: lesson time allocated to exploring good habits and the Catholic Virtues and how these link to our Gospel Values ➤ Pupil Voice: can children talk about their Gospel Value and Catholic Virtues 	Academic Year 2021-22	AC/KD, all teachers	None	The Gospel Values and Catholic Virtues will be known by all stake holders and integrated into every aspect of school life. Children can articulate what their Gospel Value means and how to live them out Children can articulate what virtues are and give examples of good habits we practise at Christ the King Children can talk knowledgably about St Thomas Aquinas and the Catholic Virtues Children gain a deeper understanding of the teachings of the Gospels as they move through the school

	<ul style="list-style-type: none"> ➤ Headteacher to deliver staff training on Character Education and share the revised framework ➤ Teachers to nominate children who demonstrate the Catholic virtues and Gospel values for the weekly Missionary awards 				
To enhance children's capacity for praise, thanks, and readiness to celebrate life; to instil the Gospel Value of Gratitude throughout the school	<ul style="list-style-type: none"> ➤ Headteacher to promote the value of showing gratitude through assemblies ➤ Half termly gratitude initiative ➤ Children see the value in showing gratitude towards others as a way to contribute to the common good of the school and wider community 	Academic Year 2021-22	AC		The school has a distinct Catholic nature which is underpinned by the Gospel Values, paying particular attention to gratitude Children feel confident to show their gratitude to others and understand that this contributes to the mission given to us by God
Religious Education					
To provide a thorough induction process in RE for teachers new to CTK	<ul style="list-style-type: none"> ➤ Employment week: RE induction meeting with RE lead ➤ New to Catholic School Training days 1 & 2 ➤ New to Come and See Training day ➤ Observe experienced teachers in RE lessons and facilitating collective worship ➤ Watch video recordings of RE lessons and class worship to become familiar with formats ➤ Make use of RE Clinic available each week ➤ RE champion teachers to teach one lesson ahead of new staff members to provide them with worked examples in children's books 	Academic Year 2021-22, specifically Advent term	KD	Diocesan course fees KD time	Teachers will feel well-supported to ask questions and seek help when needed Work in books should be in-line with the other classes in the given year group due to working from examples in children's books Teachers subject knowledge has a firm grounding which is drawn upon when teaching Teachers have access to a wealth of information and support, calling on this as often as needed
To continue to provide opportunities for staff to broaden and deepen subject knowledge	<ul style="list-style-type: none"> ➤ KD to book New to Catholic Life training for new members of staff ➤ KD to book any relevant training for staff provided by Diocese ➤ KD to book moderation sessions with Diocese ➤ CPD with Fr Cahill – The mass, Eucharist and Sacraments ➤ Half-termly staff meetings ➤ 'RE Clinic' drop-in sessions with subject lead available weekly ➤ Continue to share outstanding practise to support professional development 	Academic Year 2021-22	KD	Diocesan course fees	Staff feel confident in their planning and understanding of the topic and have a broader understanding of the Catholic faith in the context of the mass, for example. Teachers feel confident to plan independently Teachers feel equipped to answer questions from children regarding topic Ensure consistency in teaching and learning of RE within year groups and across the school
To monitor the use and impact of Knowledge Organisers in RE	<ul style="list-style-type: none"> ➤ Knowledge Organisers from Diocese distributed to staff ➤ Worked examples provided for how to adapt the diocesan knowledge organisers ➤ Staff meeting discussing best practice/how to use in lessons ➤ Knowledge organisers shared with families when RE homework is sent home at the beginning of each topic ➤ Pupil voice: questions focusing on usefulness of knowledge organisers from the children's perspective 	Academic Year 2021-22	KD	N/A	Children can refer to their knowledge organiser in lessons to enhance the quality of written work The key knowledge from a given unit is retained and can be recalled – demonstrated through in-lesson reviews Children can make connections between sources within a unit (and back to previous units) Knowledge organisers are used and modelled by the teacher Children are able to navigate them easily to find relevant information
To implement, monitor and evaluate the effectiveness of the new	<ul style="list-style-type: none"> ➤ Staff meeting explaining how to use new feedback marking books effectively, what should be recorded 	Academic Year 2021-22,	KD	N/A	Teacher workload is reduced; time is used instead to tweak planning to improve teaching and learning

feedback and marking policy in RE	<ul style="list-style-type: none"> ➤ in books, how to facilitate a feedback session at the beginning of the next lesson ➤ Trial period topic 9 June/July 2021 ➤ Feedback from staff on initial use – staff survey in staff meeting ➤ Observe feedback sessions in RE lessons to monitor impact on children’s learning ➤ Pupil voice: how helpful are the feedback sessions in RE, can they articulate how to improve their work as a direct result of the feedback sessions ➤ Feedback given is directly linked to the driver words 	reviewed in Advent term			<p>Children hear their feedback in the next lesson and are given time to address the feedback given to them</p> <p>Teachers showcase examples of exemplary work in feedback sessions – children will know what the teacher expects of them, what successful RE work looks like, and will know how to improve their own</p> <p>Misconceptions are identified and addressed whole class</p> <p>Children can say what their feedback was from the teacher and how it helped them to improve their work</p>
Collective Worship					
To trial the Let us Pray Together Resources	<ul style="list-style-type: none"> ➤ Purchase set 1 and 2 from Tom Shannon ➤ Attend virtual launch of resources ➤ Chaplaincy teams to trial resources before sharing with the wider school ➤ Invite Tom Shannon into schools to work with groups of children and teach them how to use the new resource ➤ Make use of training videos for staff and pupils 	Academic Year 2021-22	KD/TB/VD	TBC	<p>Provide support for teachers in yrs 1-4 in planning and supporting child led liturgies</p> <p>Resources enable children to plan even more independently, thinking about the connection between each element of the liturgy</p> <p>Scripture will be made central to the planning of worship</p> <p>Children are able to draw on a wider bank of ideas as well as generate their own</p> <p>Resource should enable the children to plan worship independently by upper phase</p>
To ensure feedback given in evaluations of collective worship is acted upon	<ul style="list-style-type: none"> ➤ Need to know next steps from previous liturgies ➤ Review feedback comments from previous liturgies ➤ Review CW journals to identify whole school next steps for worship 	Academic Year 2021-22	KD/TB/VD	None	<p>To ensure progression from one liturgy to another</p> <p>To enhance the quality and consistency of worship</p> <p>Collective worship enhances the spiritual development of our children</p> <p>Evaluations are meaningful and directly improve subsequent worship</p>
To monitor the impact of the chaplaincy blog and evaluative comments made by classes	<ul style="list-style-type: none"> ➤ Review chaplaincy blog as a record of whole school worship ➤ Ensure the chaplaincy team review the comments made by other classes and act on the evaluations they receive ➤ Ensure the blog is being commented on by other classes on a regular basis 	Academic Year 2021-22	KD/TB/VD	None	<p>The chaplaincy blog serves as a record of worship that noticeably improves over time</p> <p>Next steps identified by classes are addressed in subsequent liturgies</p> <p>Evaluations are thoughtful and seek to help the chaplaincy team improve over time</p>
To track and monitor the impact of a given mission throughout school (Weekly Word mission runs Mon-Fri, class worship missions to be completed in a timely manner)	<ul style="list-style-type: none"> ➤ Missions given in whole school worship (Monday) to be prominent in classes, reminded by teachers and reviewed in Friday whole-school worship ➤ Whole-school missions should be tracked via the school blog ➤ Class worship missions are tangible and distinct from the whole school mission 	Academic Year 2021-22, review by Christmas 2021	KD/HG/CM/A C/KH	None	<p>Children can say what this week’s focus is and what their whole-school mission is, what they are doing towards this</p> <p>Heads of school reward children for completing the mission – Weekly Missionary Award</p> <p>Teachers remind children throughout the week of their whole-school mission</p> <p>The mission is reviewed and discussed in Friday worship – some examples showcased by Headteacher</p> <p>Adults facilitating the planning of class worship ensure the mission is tangible and can be completed within a given time frame and is not to be confused with the whole-school mission that runs Mon-Fri</p>