**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Pete Matthew** |
| **Subject Lead** | **Linda Tao** |
| **Date** | **26th May 2021** |
| **Subject** | **RE** |

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| **QUESTIONS** | |
| How long have you been subject leader? | More than 10 years |
| Were you given sufficient training to be subject leader? | Training via the CofE  Not lots of training available elsewhere |
| Who do you go to if you need support? | Alex Batchelor, Craig Smith and Chris Hodges |
| Do you feel well supported? | Yes  Internally – Alex Batchelor used to be in a church school – very helpful |
| What steps have you taken to bring improvement or add value to the subject you lead? | * Attended RE Coordinator courses run by Guildford Diocese to learn more about resources and the different approaches in Church of England schools * Worked with St Mary’s to ensure we have good links and opportunities to learn from our local church. * Reviewed the RE topics, updated the topics and timings of subjects to allow children greater opportunity to share and understand different religious festivals at the time of the festival. * Worked with each year group RE subject lead to update lessons for more links with real-life events and more up-to-date resources. * Following feedback from pupil forum, more opportunities have been added into lessons to allow children to express themselves in both discussions as well as in the way they present work. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | * To better equip children for questions and topics that arise in a fast-moving multicultural society * To help children develop a sense of identity and belonging |
| What have you done to implement it? (Can you give one or two examples.) | Shared the SACRE  Planned the topics across the school to allow progression and development in understanding of topics. |
| What impact are your aiming to achieve over children’s four years at Cleves? | A good idea of the world they live in, confidence to share what their beliefs are. And respect for each other’s different views. To build a character that is strong to give them a solid foundation to build on throughout their life. |
| How do you know you’re on track to achieving that impact? | Book looks  Pupil meeting  Feedback from teachers |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Pupil forum, talking to the children |
| Do you keep evidence of your own work and of children’s work samples? | Yes |
| How would you describe outcomes in your subject area? | Children have been able to learn from each other about their faith and beliefs. Children are prepared for further learning in the secondary school. |
| Why do you think identifying key knowledge is important? | Key knowledge is an important part of developing retrieval and understanding which the children will build on when they move onwards into secondary school. |
| How do you build in retrieval? | Refer to previous lessons if directly linked or use them in opening of lessons.  Use videos and material that is cross subjects.  Topics are chosen so there is progression in knowledge. |
| How do you support colleagues? Can you give an example? | RE planning  Suggestions |
| What next for your subject – is there scope for even more? | If time – children visits to:  – eg Mosques, Buddhist temples, etc  Updating year 4 and 5 lessons to reflect changes and working with the RE subject leads in Year 3 and 6 to update their lesson plans. |
| How do you link your subject into other subjects’ curricula? | History, Geography, Art, PSHE |
| Does safeguarding feature in your curriculum – and if so, how? | ROCK is emphasised to develop the understanding and value of Respect. Children are given the opportunity to share their experiences and through discussion greater self-awareness and pride which should help their self-esteem. |