

SUBJECT LEADER ACTION PLAN 25-26

PRIORITY	To provide wider R.E curriculum opportunities for pupils, to develop children's tolerance and respect for different worldviews.	SUBJECT LEADER	Sandra Johnson	SUBJECT	R.E (Religious Education)
INTENT (PRIORITY)	IMPLEMENTATION (ACTIONS)	IMPACT (INTENDED OUTCOME/ SUCCESS CRITERIA)	RESOURCES	TIMESCALE	
<p>To provide wider R.E curriculum opportunities for pupils, to develop children's tolerance and respect for different worldviews.</p> <p>To raise the profile of Religious Education and Worldviews across the school.</p>	<p>Subject leader to...</p> <ul style="list-style-type: none"> • Create a plan for classes from Reception to Year 6, to visit all 6 sacred places (based on the 6 religions we study) by the time they leave Quinton Primary School. • Plan for each half-term for each class to visit the local church over the year. • Research sacred places in the local area, for class visits. • Research into speakers from organised worldviews to come and deliver whole-school assemblies, or class workshops. • Look into email correspondence from SACRE for any wider curriculum opportunities. • Assemblies on Tuesday and Wednesday afternoons will refer to British Values – ensure links are made to Religious Education and Worldviews. • R.E subject leader delivers all R.E across year groups 1 to 6. 	<ul style="list-style-type: none"> • Pupils will develop a deeper understanding of a variety of worldviews and organised religions. • Pupils will have opportunities to experience these first-hand, exploring artefacts and asking questions of people following these worldviews. • These experiences will aid the pupils' learning and understanding in R.E and Worldviews lessons, as they can refer to the visits and create links and bridge any gaps in knowledge. • Pupils will develop a stronger understanding of the British Value of 'Tolerance and Mutual Respect' (links with PSHE curriculum) 	<ul style="list-style-type: none"> • Coventry and Warwickshire R.E syllabus website • https://www.coventry.gov.uk/sacre • https://www.natre.org.uk/ - National Association of Teachers of Religious Education website 	<p>By end of year 2026</p> <p>Visits and speakers - Ongoing</p>	
To bridge the gap in knowledge of organised worldviews/religions and/or	<ul style="list-style-type: none"> • Subject Leader (R.E Teacher) to identify gaps in knowledge of organised religions and/or previous teaching of the 	<ul style="list-style-type: none"> • Children will have opportunities to revisit previous learning they may have forgotten or 	<ul style="list-style-type: none"> • Use of Coventry and Warwickshire Syllabus layover units. • R.E artefact resources • Pupil interview question sheet 	Throughout the year	

<p>learning from previous year groups.</p>	<p>scheme due to it being implemented only last year. The teacher will need to pre-teach some knowledge/stories or revisit previous year groups SACRE PowerPoint resources.</p> <ul style="list-style-type: none"> • R.E teacher to access appropriate 'layover unit' and teach this or elements of this, where they deem appropriate within the year, in between enquiry question unit teaching. • Subject leader to highlight this teaching onto the Long-term Plan for R.E, as and when it occurs in each class, and which layover unit was taught. 	<p>learn new religion specific knowledge, which they can then use and apply to new learning.</p> <ul style="list-style-type: none"> • The R.E teacher will have a clear outline as to what their teaching of R.E is building upon, what knowledge the children now have and where their teaching is going. • Pupils will be able to see how their knowledge is being built upon from previous learning in R.E. • Pupils will demonstrate confidence when talking about R.E, quoting stories, vocabulary and religious objects, as well as making links between religions and thinking about how this new knowledge affects their personal worldview. 		<p>As and when gaps in knowledge appear through teaching</p>
<p>To provide high-quality Religious Education and Worldviews (REW) in the Early Years.</p>	<ul style="list-style-type: none"> • To ensure the teacher is using the Coventry and Warwickshire syllabus and planning guidance when delivering each enquiry question. • Teacher to incorporate 'Learning Through Play' opportunities and resources in the Early Years environment. • Use 'Kapow' Continuous Provision mats/ideas – Subject leader to link each one to the R.E and Worldviews learning in Early Years so then the teacher 	<ul style="list-style-type: none"> • By incorporating R.E experiences into the learning environment, the teacher will be nurturing curiosity, encouraging respectful conversations, and supporting children in making sense of their own experiences and the wider world through stories, exploration, and meaningful interactions. 	<ul style="list-style-type: none"> • Look into purchasing 'Persona Dolls'. • Kapow documents for R.E Continuous Provision. • Belonging and Believing book series. • Early Years teachers to let me know of any resources they feel they may need. • Use of artefacts in the R.E cupboard. • Internet – CBeebies videos. 	<ul style="list-style-type: none"> • Lesson by lesson • Throughout the year • Collective worship once a week.

	<p>can add resources and create opportunities within the environment for the pupils to extend and develop their learning after whole-class carpet sessions.</p> <ul style="list-style-type: none"> • Add multicultural artefacts (e.g., menorahs, diya lamps, prayer mats, puppets, books) to continuous provision. • Use role-play areas to explore celebrations (e.g., birthday parties, Eid feasts, Diwali lights). • Share short stories from a range of faiths and worldviews (e.g., creation stories, moral tales, festival narratives) (Collective Worship once a week with a Christian story focus). • Use puppets or small world play to retell and discuss themes (kindness, gratitude, belonging). • Explore festivals throughout the year with hands-on activities: craft lanterns for Diwali, taste challah bread during a Jewish festival, create Easter gardens. • Invite families to share their traditions (photos, songs, food, clothing). 	<ul style="list-style-type: none"> • By creating an inclusive, play-based learning environment, children will develop early awareness of diverse beliefs, values, and traditions. • Encourages natural, child-led curiosity about similarities and differences. • Builds cultural awareness while strengthening home-school relationships. 		
<p>To develop the use of high-quality texts, artefacts and online resources as both a stimulus and reference material for all pupils.</p>	<ul style="list-style-type: none"> • Where the occasion arises in lesson plans, the R.E teacher can teach children how to use a Bible and allow children to share a Bible in partners to find Psalms, verses and books. • Teacher can use story books for religious festivals to introduce a celebration e.g. Hannukah, or to 	<ul style="list-style-type: none"> • Children will become familiar with using Bible's and be able to use these independently in lessons. • Continue to engage children in a love of reading through R.E and Worldviews, allowing children to imagine 	<ul style="list-style-type: none"> • Artefact boxes in Printer room • Books/Bibles in Library and artefact boxes. • Internet – NATRE (Where R.E and Art are combined), BBC Bitesize/Teach, RE:Quest (Christianity), TrueTube, RE Today, Christian/Muslim Aid, Let's Celebrate (Cbeebies, Early Years). 	<ul style="list-style-type: none"> • Throughout the year

	<ul style="list-style-type: none"> introduce a new organised worldview. Use of artefacts from different religions when discussing knowledge which links to them. Teacher to use a range of websites and videos to further enhance learning and breadth of knowledge. 	<ul style="list-style-type: none"> festivals and how they are celebrated through the story of someone else. By visually seeing religious artefacts and resources, children can better understand their use, their importance to the organised worldview and can practice how they are used. 	<ul style="list-style-type: none"> Belonging and Believing book series. Books and stories suggested by the Coventry and Warwickshire syllabus throughout the planning documents. 	
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