

PRIORITY: Establish and embed a clear, ambitious curriculum provision that reflects a "Religion and Worldviews" approach.

LEADER: BECKY WILLIAMS

TARGETS:

Specific **M**easurable **A**chievable **R**ealistic **T**ime-related

- 1) Establish a coherent RE & Worldviews Curriculum, using NATRE Primary resources
- 2) Ensure curriculum coverage is aligned and updated according to the revised Cornwall Agreed Syllabus 2025 - 2030
- 3) Improved consistency and quality of RE provision across the school, including increased staff confidence.

KEY ASPECTS:

Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/ finish dates	Resources: Time, Cost, source, copying,	Monitoring of implementation			Evaluation against success criteria		
<p>A</p> <p>Success is: NATRE Primary resources used consistently and confidently across the school.</p> <p>Published long-term plan reflects balanced coverage, with each year group covering the relevant religions and thematic units.</p> <p>Clear progression document shared with staff.</p> <p>Pupils (and staff) can explain what "worldview" means and give examples of how this might impact someone's life (within different religions)</p>	<p>Conduct curriculum audit against NATRE Primary framework.</p> <p>All staff to be set up with individual NATRE logins to enable full access to the primary resource and the NATRE resource library.</p> <p>Align long-term plan with Cornwall Agreed Syllabus.</p> <p>Develop progression document EYFS–Y6.</p> <p>Knowledge organisers to be available for each unit, within each year group. To be added to RE books at the start of each new unit and actively used and revisited during each lesson (for use with sticky knowledge quizzes, etc).</p> <p>Staff meeting organised to introduce the NATRE resources and how to use the Primary resources to deliver each lesson/unit. Training to include: 'what is a worldview?'; how to avoid stereotypes (in language used, as well as images and resources); how to teach diversity within religions etc.</p> <p>Ensure teaching staff are aware of the changes to the way RE will now be planned, taught, resourced and assessed etc.</p> <p>Update new school website to reflect use of NATRE Primary resources and the updated CAS.</p> <p>Subject lead to take up any CPD offered by NATRE to ensure that we are up-to-date with any relevant changes, resources etc.</p> <p>Book looks to ensure each unit is clearly recorded and shows a progression of both skills and knowledge (within and across year groups)- including the use of knowledge organisers, the use of the big questions (for each unit and each lesson within a unit), sticky knowledge quizzes, as well as pupil responses to the work provided (through a range of means – for example: photos, mind maps, cloze procedure, written tasks, labelling images, responses to images, or labelling images etc.)</p>	<p>RE lead</p>	<p>RE lead</p> <p>All classroom staff</p> <p>SLT</p>	<p>Autumn Term 2025-</p>	<p>Time – Cost/ source Time/cover</p> <p>NATRE enhanced membership</p>	<p>How? Book looks</p> <p>Discussions with staff</p> <p>Pupil conferencing</p> <p>Lesson observations</p>	<p>Who? All staff</p>	<p>When? Summer Term</p>	<p>How? Do books show that the NATRE resources are being consistently used within lessons?</p> <p>Do books show the 'build up' of a complete unit? (Inc KOs and end of unit assessment pieces)</p> <p>Are RE lessons being delivered each week?</p> <p>Discussions with staff</p> <p>Can pupils confidently explain the term 'worldview'?</p> <p>Lesson observations</p>	<p>Who? RE lead/SLT</p>	<p>When? Summer term 2026</p>

<p>B Success is: Curriculum coverage updated to be aligned with Cornwall Agreed Syllabus 2025 – 2030.</p>	<p>Update and review whole school provision map.</p> <p>Provision map to be revised, based on the model provided by NATRE.</p> <p>Ensure teaching staff are aware of the changes and updates in the revised CAS 2025-2030 and how these changes may impact teaching and delivery of lessons.</p> <p>Explore how to raise the profile of 'ways of knowing' within our curriculum delivery, as the emphasis on these has been increased in the revised CAS.</p> <p>Subject lead to attend local LTLRE hub Zoom meetings to keep up-to-date with any changes, gather new information, resources, networking etc.</p> <p>Explore how the new units could be delivered within our school – either to replace existing units, or as standalone units, to enrich and extend our core RE provision. (Especially the new racism unit, to support our PSHE/SMSC provision.)</p>	RE lead	RE lead	September 2025	Time	Staff feedback	RE lead All staff	Autumn Term 2025	<p>Does our whole school RE overview cover all of the units outlined in the CAS, inc the Curriculum Kernewek and thematic units?</p> <p>Teaching staff confident about the units they need to cover in their year groups.</p>	RE lead SLT	Summer Term 2026
<p>C Success is: Increased consistency and quality of RE teaching across the school.</p> <p>Improved staff confidence with teaching RE and worldviews.</p> <p>Improvements in overall enjoyment and engagement with the subject of RE within the school.</p> <p>Raised profile of RE across the school.</p>	<p>Conduct staff audit of confidence with using the new NATRE materials/resources/schemes of work.</p> <p>Gather feedback from staff regarding how the introduction of NATRE resources has (or has not) impacted their teaching of RE (especially in terms of workload, planning, consistency of delivery, quality of lessons etc).</p> <p>Pupil voice survey – compare pupils' levels of engagement, enjoyment and depth of understanding since the introduction of the use of the NATRE resources.</p> <p>Book looks to check for consistency of recording within new RE books, as well as to look for clear progression in knowledge and understanding, use of key vocabulary (increasingly precise), depth of responses to reflect the spiral/progressive nature of the provision.</p>	BW	BW (All class teachers)		Release time/supply cover	<p>Discussion with staff/staff survey</p> <p>Pupil conferencing</p> <p>Book looks</p> <p>Lesson observations</p>	Ongoing	<p>Do pupils demonstrate enjoyment of the subject?</p> <p>Do pupils show an increasing depth of understanding</p> <p>Do pupils show a strong level of understanding about what they have been learning and confidence when talking about their RE learning?</p> <p>Are staff more confident about teaching RE? Do they feel that the use of the NATRE resources has had a positive impact on both the planning and delivery of RE?</p>	RE lead SLT	Summer Term 2026	

Overall evaluation of progress:

Further action required:

C EAIS Cornwall Education Advisory and Improvement service

