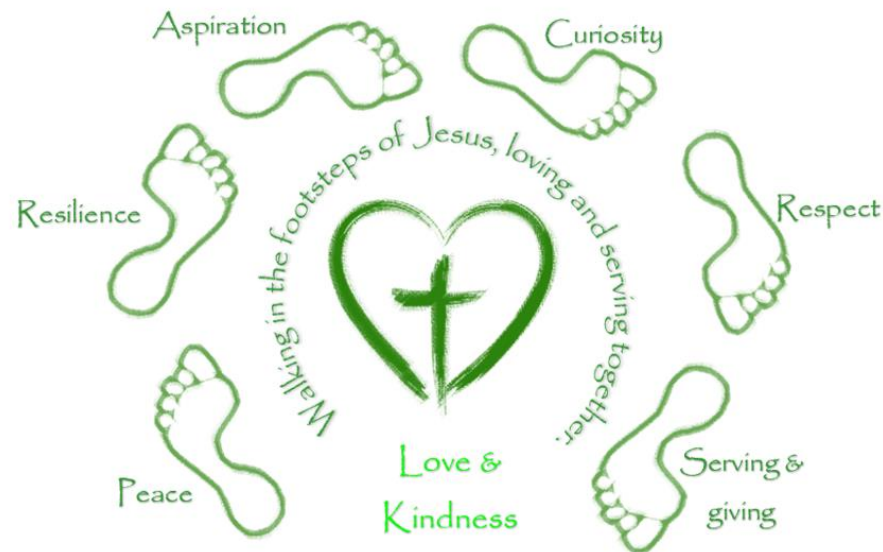




The St Joseph's Primary School

RE and Catholicity Action Plan 2025 -26 (Following July 2025 review)



Priority	Actions (by who)	Action from: Sept 25 Target date:	Cost	RAG
Catholic Life and Mission				
<u>CLM1: The extent to which pupils contribute to and benefit from the Catholic life and mission of the school</u>				
CLM 1.1 Deepen children's understanding of Catholic Social Teaching and how this directly relates to how they act out their lives.	<p>To sustain for 2025 – 2026</p> <p>CLM 1.1a To record pupil voice on how CST has influenced how they act and feel in their daily lives, in relation to the termly theme</p> <p>To sustain for 2025 – 2026</p> <p>CLM 1.1b Children to be encouraged to reflect on CST outside of school, for example by being a good steward in their local community – for teachers to give a set task once a term and to gather evidence of how this has been completed through photos, written recording, giving a class talk etc</p> <p>To sustain for 2025 – 2026</p> <p>CLM 1.1c The school council to take a more central role in driving whole school initiatives based on CST and in line with termly school virtues, one initiative a term to be the aim</p>			
CLM 1.2 Ensure all children (those with and without faith) can identify and understand the importance of the elements linked to the school's Catholic identity.	<p>CLM 1.2a: HT to work with school staff and stakeholders to define the school's official mission statement so that it is reflective of the school's values, ethos, mission and curriculum intent.</p> <p>To sustain for 2025 – 2026</p> <p>CLM 1.2b: HT to work with school staff to further embed the school's virtues as a golden thread within curricular policy and practice and in the RE curriculum</p>			

	for teaching and learning. School staff taking ownership of this within their own subjects.			
CLM 1.3 Broaden children's knowledge of other faiths so that it deepens their understanding of similarities, differences and parallels with Christianity and Catholicism. Children to be able to identify what they can learn from other belief traditions.	<p>Targeted Action for 2025 – 2026</p> <p>CLM 1.3a: Plan explicit opportunities for children, to learn about and explore other faiths, acknowledging where we have families of those faiths that may like to contribute to this learning through:</p> <ul style="list-style-type: none"> - Children to talk about their traditions and practice - Visitors to share traditions and practice - Visits to places of worship - Recognition of festivals and times of significance <p>Targeted Action for 2025 – 2026</p> <p>CLM 1.3b: Children to be able to discuss and review other religions and their practices from the context of our Catholic faith. Being able to identify similarities and differences in different faith with respect and open mindedness.</p> <p>To sustain for 2025 – 2026</p> <p>CLM 1.3c: Use opportunities given through the CST framework to develop all of the above, where there are relevant links.</p>			
<u>CLM 2: The quality of provision for the Catholic life and mission of the school:</u>				
CLM 2.1. The deepening of a school culture where we celebrate the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and	<p>Targeted Action for 2025 – 2026</p> <p>CLM 2.1a: School leaders and staff to be aware of the diversity of our school cohorts and to be aware of the representation of different faiths and cultural heritage of our families. School leaders to plan for ways within the RE and wider curriculum (Geography, History, Art</p>			

enable them to live and pray in fidelity to their own commitments.	and Music) to explore these different faiths that can be referenced and signposted.			
<p>CLM 2.2. Deepen the way in which staff bear witness to the school's Catholicity and Christian Foundation. Through this, the school to action the way in which the school's Catholic and Christian character</p> <ul style="list-style-type: none"> - Is evident within the fabric of the building - How the school increases children's self-worth, awareness and uniqueness. - How the school builds school virtues into policy and procedure 	<p>To sustain for 2025 – 2026</p> <p>CLM 2.2a: To sustain and consolidate that all staff undertake the leadership of whole school worship on a weekly rotation. Staff to either use 10:10 resources or the CAFOD Children's liturgy to ensure that worship themes are complimentary to the liturgical year and clearly reference scripture. School virtues should also be embedded into assemblies through the scripture reading and the liturgy.</p> <p>Targeted Action for 2025 – 2026</p> <p>CLM 2.2b: School staff to support the development of the Prayer Leader role within their classes by enabling school and class Prayer Leaders to plan and lead class worship on a weekly basis. RE lead, HW, to oversee, direct and monitor Prayer Leader activities.</p> <p>CLM 2.2c: School Stewards to work with the HT to formulate school codes of conduct that are aligned to "I / We do statements" and these statements to reference back to school values and virtues.</p> <p>CLM 2.2d: Building on behaviour principles, the School Stewards to work within their own classes to develop the guiding principles that underpin the school's Anti-Bullying Policy and children's Anti-Bullying Statement.</p> <p>Targeted Action for 2025 – 2026</p> <p>CLM 2.2e: HW and Prayer Leaders to lead on writing a St Joseph's school prayer that we can incorporate into each worship or school gathering. This prayer will</p>			

	<p>reflect the school's Catholic and Christian ethos, virtues and character.</p> <p>Targeted Action for 2025 – 2026 – to sustain</p> <p>CLM 2.2f: Chaplaincy team to routinely monitor and assess worship for impact on pupil and staff spiritual wellbeing and development. To promote and develop the use of the QR code for pupils to evaluate worship.</p> <p>CLM 2.2g: School leaders to work with stakeholders to define policy for:</p> <ul style="list-style-type: none"> –Religious Education –Collective Worship - Pupils and Staff Spiritual Dimension <p>Evaluation:</p> <p>Not actioned</p>			
<u>CLM3: How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school</u>				
CLM 3.1. Parish link deepening.	<p>Targeted Action for 2025 – 2026</p> <p>CLM 3.1a To outreach into the parish through key initiatives led by Prayer Leaders and School Stewards, for example Harvest Boxes being distributed.</p> <p>To sustain for 2025 – 2026</p> <p>CLM 3.1b School to invite parishioners into school for worships</p>			
CLM 3.2. Strengthening the work of the governors to challenge and support school leaders in developing the mission of the school.	<p>Targeted Action for 2025 – 2026</p> <p>CLM 3.2a: Governors to appoint a governor who can work alongside school leaders to support and challenge the development of the school's Catholicity and Christian foundation</p>			

CLM 3.3. School leaders to work with staff to systematically map curriculum progression, including RE so that it can meet the changing organisational structure of the school. Within this review school leaders to define the spiritual and charism threads that weave through all areas of the curriculum and across the school year, as defined by liturgical cycles and the school's defined virtues cycles.	<p>Targeted Action for 2025 – 2026</p> <p>CLM 3.3a: School leaders to work alongside the Diocese RE leader Louise White to formulate an RE pathway that will enable progression of knowledge and skills across mixed age classes whose composition can fluctuate across academic years.</p> <p>Targeted Action for 2025 – 2026</p> <p>CLM 3.3b HT's and school leaders to look at how the school can map the liturgical year against the curriculum in order to identify areas where we can implement activities to enhance the schools spiritual threads that are in line with the school's virtues.</p>			
CLM 3.4. Staff induction to fully ensure that new employees have a secure understanding of the school's charism and how this relates to their work within the school.	<p>Targeted Action for 2025 – 2026</p> <p>CLM 3.4a: HT to work with parish priest to identify the key components of a staff handbook for developing pupil spirituality and catholicity.</p>			

Religious Education

RE1: How well pupils achieve and enjoy their learning in religious education

RE1.1 All staff to continue embedding the SoW linked to the new RED. This to include attending all relevant CPD

RE1.1a: Staff to attend RED RE CPD each term for their year group:

- ~~Autumn 1~~
- ~~Autumn 2~~
- ~~Spring 1~~
- ~~Spring 2~~
- ~~Summer 1~~
- ~~Summer 2~~

Completed in 2024-2025 but ongoing as classes and year groups have now changed

Targeted Action for 2025 – 2026

St Teresa: Year 2 CPD

St Aldhelms: Year 4 CPD

St Carlos: Year 5 CPD

Targeted Action for 2025 – 2026

RE1.1b: Staff to use CPD to support their development of the RE curriculum so that it is bespoke to the needs of their classes and reflects a depth of expression of children's faith and belief. Staff to ensure that pupils have varied ways to experience and record their thinking and feelings

- Learning walls
- Role play
- Artistic representation
- Music and song

	<ul style="list-style-type: none"> - Floor books - Digital recordings - Written recording <p>Evaluation: Understood but not owned. Staff feel the need of external guidance but we can do ourselves Not fully actioned</p>			
RE1.2. School leaders to work with class teachers to formulate a meaningful way to record assessment outcomes so that both summative and formative assessment can be documented and so that all teaching staff can make evaluations linked to progress.	<p>RE1.2a: SIM time to be set aside in Term 5 (2024-2025) to establish key assessment principles and practices to trial across the term.</p> <p>Evaluation: Actioned but needs to be seen through in Term 6 Guiding principle: Assessment has to be of value to pupils and teachers beyond a simple accountability principle.</p> <p>RE1.2b: Staff to trial and evaluate agreed principles and practice</p> <p>Next steps to be identified so that a system for assessment is identified and agreed for the start of the next academic year.</p> <p>Evaluation: Not actioned. A n easy win</p> <p>Targeted Action for 2025 – 2026 Class teachers to:</p> <ul style="list-style-type: none"> ✓ Ensure that I Can statements for each RE unit are placed in pupils book. ✓ Pupils to routinely reflect on I Can statements and evaluate themselves and peers against these. ✓ Teachers to reflect on pupil self evaluation 			

	<ul style="list-style-type: none"> ✓ Teachers to record on a termly basis, pupil outcomes and add to the school's tracking document ✓ RE Leader to evaluate pupil outcomes and use this to identify next steps ✓ RE SL to report to governors on pupil outcomes at data points 			
RE1.3. School leaders to work with class teachers to establish an easily manageable system to enable pupils to engage in a self-assessment process.	<p>New Actions To sustain for 2025 – 2026 RE1.3a: As part of above process school leaders and teachers to develop parallel pupil self-assessment tools that can inform next steps.</p> <p>Evaluation: Identified and partially actioned See above</p>			
<u>RE 2: The quality of teaching, learning, and assessment in religious education</u>				
RE2.1: More effective assessment mechanisms to be established. This to be done alongside evaluation how best to collect and collate evidence of pupil learning and thinking (learning walls, floor books, media capture, pupil books and learning journeys).	<p>See RE1.2 Targeted Action for 2025 – 2026 Class teachers to ensure:</p> <ul style="list-style-type: none"> - A more robust and deeper use of floor books to record pupils progress, thoughts and responses to key ideas and learning as they journey through the RE curriculum - See RE1.2 (self and peer assessment alongside teacher evaluation. - 			
<u>RE 3: How well leaders and governors promote, monitor, and evaluate the provision for religious education</u>				

<p>RE3.1: Teachers need to ensure that when using the SoW the activities they choose, strongly enable children to fulfil the learning objective. Where this is not the case, teachers to modify and enhance activities. This is especially true where pupils are needing to reflect on what they can learn from scripture or their study of belief (2).</p>	<p>New Actions</p> <p>RE 3.1a: To be developed alongside CLM3.3 and RE1.1</p> <p>Evaluation: Discussed but I feel staff do not feel they have the autonomy or the confidence to take ownership of this. There is a feeling that staff need to be given permission to modify rather than do the thing that is right for the children or their classes</p> <p>Targeted Action for 2025 – 2026</p> <ul style="list-style-type: none"> - Teachers to actively modify and edit power points to meet the needs and reflect the make-up of their classes. - Teachers to explore more varied activities and ways to support children in understanding and responding to scripture and the gospel in different and more active ways, e.g how can art, forest school activities and music be used to achieve learning objectives rather than children simply working through PPT slides 			
<p>RE3.2: Deeper development of Policy linked to RE and wider school organisation with a reference to RE.</p>	<p>New Actions</p> <p>To sustain for 2025 – 2026</p> <p>As detailed in CLM 2.2i: School leaders to work with stakeholders to define policy for:</p> <ul style="list-style-type: none"> - Religious Education - Collective Worship - Pupils and Staff Spiritual Dimension <p>Evaluation: Not actioned</p>			

<p>RE3.3: Teachers to continue deepening the use of wider opportunities to enhance and bring the RE curriculum to life</p>	<p>New Actions</p> <p>Targeted Action for 2025 – 2026</p> <p>As part of CLM 1.3a: School leaders to use the school's Catholic, Christian and wider faith populations as a starting point to explore faiths through RE lessons and activities so that children can encounter relevant cultural and religious traditions unique to our school and wider community.</p> <p>Where appropriate include:</p> <ul style="list-style-type: none"> - Children engaging in routine times of reflection and prayer - Opportunities for all children to talk about and share their traditions and practice and how this impacts on their lives - Visitors from all faiths to share traditions and practice - Opportunities to visits places of significant spiritual and religious importance. - Recognition of festivals and times of significance within our school population <p>Evaluation:</p> <p>Not actioned</p>			
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Collective Worship				
<u>CW1: How well pupils participate in and respond to the school's collective worship</u>				
CW1.1: Sustain the development of Chaplaincy and use this to broaden pupil involvement in worship and liturgy.	<p>New Actions</p> <p>CW1.1a: From the start of Term 2 (2024-2025) school leaders to define the guiding principles of the school's collective worship provision so that this is varied but contains guiding structures that all children can learn and understand.</p> <p>Evaluation: Completed</p> <p>CW1.1b: From the start of the academic year (2024-2025), all pupils to be invited to take on "School Steward" roles that are divided into school Chaplains who Sustain the development of Chaplaincy and use this to broaden pupil involvement in worship, liturgy and stewardship activities.</p> <p>The guiding principle with respect to this being that adopted activities are meaningful and purposeful to all children (those of faith and those of none)</p> <p>Evaluation: Actioned and not effective. Could be much more impactful if handed over to the children (with guidance) See note above re outcomes from RE and CST. How to you live out the light? Whole school painting....Live out the light, let your light shine through your actions and words</p>			

	<p>CW1.1c: School leaders to develop meaningful ways to document and record Chaplaincy activities, monitoring these for impact and value</p> <p>Action for 2025 – 2026</p> <ul style="list-style-type: none"> ✓ To sustain all chaplaincy and evaluation activities ✓ From Term 3 Prayer Leaders to start working alongside other members of the class to lead class worship ✓ HT to strengthen the role of school ambassadors so that they can become more pro-active in their role 			
<p>CW1.2: To test the depth of pupil knowledge linked to prayer and from this perspective assess how far they see prayer permeating into all elements of school life.</p>	<p>New Actions</p> <p>Evaluation:</p> <p>Not actioned</p> <p>To sustain for 2025 – 2026</p> <p>CW1.2a: From Term 4 (2024-2025), RE SL / HT to establish a system to obtain pupil voice with respect to the impact of the school's prayer and liturgy offer</p> <ul style="list-style-type: none"> - Whole school worship and prayer - Class worship and prayer <p>Action for 2025 – 2026</p> <ul style="list-style-type: none"> ✓ Continue and strengthen <p>Evaluation:</p> <p>Not actioned</p> <p>Targeted Action for 2025 – 2026</p> <p>CW1.2b: From Term 4 (2024-2025), class teachers to explore places within the school day and week where prayer and contemplation can be integrated into daily and weekly activities.</p>			

	<p>Initiative to be launched through staff discussion and reflection linked to children's mental health and wellbeing.</p> <p>Opportunities to deepen reflection and contemplation to be broadened to naturally include the wider curriculum, in particular through Forest School / Outdoor learning.</p> <p>Evaluation: Not actioned But class worship does happen within Forest School</p>			
<u>CW2: The quality of collective worship provided by the school</u>				
<p>CW2.1: Teachers to explore how Daily prayers included in 10:10 and on CAFOD could be used at different time or could be used to supplement existing prayers. Staff to explore how music can be used to create a spiritual and calming environment e.g. Children coming in to music and leading into reflection time.</p>	<p>New Actions Targeted Action for 2025 – 2026 CW2.1a: Following the work the school does with respect to RE3.3. Staff to</p> <ul style="list-style-type: none"> - Broaden and deepen the use of daily and routine prayer to compliment daily reflection for those of faith and no faith. In particular, as detailed this to be seen as an opportunity to create spaces of calm and contemplation. <p>Evaluation: Targeted Action for 2025 – 2026</p> <ul style="list-style-type: none"> • Daily prayer happens but there could be more of a reflective time built into these each day • Reflection is a key component of every Gospel. • How could this be included in other worship? - highlighted the significance of <u>lighting a candle</u> as part of our daily routine and reflection. "Being silent to listen" <p>Evaluation:</p>			

	<ul style="list-style-type: none"> • Actioned. • Could be done better by the HT 			
CW3: How well leaders and governors promote, monitor, and evaluate the provision for collective worship				
CW3.1: School leaders and Governors to ensure that all policies and practices can inform and guide how collective worship and reflection are developed and embedded and in place by the end of the current academic year or sooner.	<p>New Actions To sustain for 2025 – 2026 CW3.1a. As detailed in CLM 2.2i. School leaders to work with stakeholders to define policy for:</p> <ul style="list-style-type: none"> – Religious Education – Collective Worship - Pupils and Staff Spiritual Dimension <p>Evaluation: Not actioned Targeted Action for 2025 – 2026 CW3.1b: Within the school’s calendar of events, school leaders to work with the church to ensure that the school is able to offer the Sacrament of Reconciliation at key times in the liturgical year, such as Lent and Advent.</p> <ul style="list-style-type: none"> - RE SL to liaise with Father Thomas to establish a reconciliation opportunity at set points within the academic year. This could be in the church or in school. - RE SL to work with HT to establish points within the year where all children have 			

	<p>opportunities to put right any wrongs they may have done</p> <ul style="list-style-type: none"> - RE SL to work with HT to explore on a termly basis through school worship how children understand way to forgive and receive forgiveness. <p>Evaluation: Not actioned</p> <p>CW3.1c: School leaders to explore and enable all staff to have relevant CPD linked to prayer and how this can impact on the prayer life of the school and their provision.</p> <p>Evaluation: Not actioned</p> <p>Targeted Action for 2025 – 2026</p> <p>CW3.1d: School leaders and teachers to audit and organise, and supplement through the school budget, physical resources and possibly symbols to support liturgy and prayer and the Catholic identity of the school.</p> <p>Evaluation: Not actioned</p>			
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Review: Two

Date: 16th September 2025