



We strive to ensure everyone in our happy, inclusive school flourishes and feels valued and safe. Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future. Following in Jesus' example, we forgive, respect, love and care for everyone.

RE AND SPIRITUALITY

What do we want to achieve in three years' time? The school's approach to spiritual development will be embedded within the curriculum using a range of planned and unplanned moments and teaching opportunities. Children will be able to independently identify connections to God, themselves, the world and people around them to experience spirituality on a deeper level. Children will be able to use the language of spirituality confidently when talking to others.

YEAR 1 (2025-2026)

<u>Targets</u>	<u>What do we need to do to get there?</u>	<u>Personnel involved</u>	<u>Timescale</u>	<u>What resources will I need? How much will they cost?</u>	<u>How will we know we've been successful?</u>
To embed the school's new approach to spirituality (Connections to ourselves, others, the world, God)	<ul style="list-style-type: none"> • Ensure that all staff have an understanding of the school approach through staff training • Displays in halls and classrooms to embed the approach • Support children's understanding of the spiritual connections through regular reference in classrooms/lessons and worships 	Subject Lead and all staff	Ongoing	Staff meeting time to refresh staff's understanding Time to refresh displays and plan Worships	<ul style="list-style-type: none"> • The schools' approach to spirituality and spiritual development through the four connections will be embedded and seen in discussions with pupils and during teaching. • Staff will be able to confidently reference this in lessons and worships. • Pupils will be able to talk about these connections with growing confidence.
To support and coach the new Collective Worship Lead (JF) to ensure that we are	GP to work alongside JF to ensure he is secure in: <ul style="list-style-type: none"> • knowing the legal requirements for a C of E school • knowing where to find and save the termly planning 	Previous & New Subject Lead All staff	Throughout 2025/26 complete the full subject handover	Subject leader Time	<ul style="list-style-type: none"> • New lead will be a competent worship leader who has a detailed understanding of the legal requirement for worship in a C of E school. • Worships will be effectively planned and delivered by a range of staff and will be monitored to ensure they are inclusive, inspiring and invitational.

<p>fulfilling our duty as a church school</p>	<ul style="list-style-type: none"> • whole school rotas for worships in KS1/2 • how to monitor worship • how pupils monitor worship • booking onto the Diocese Collective Worship network meetings • liaising with governors and ACTS to book in worships for both halls • organising key events including Harvest Festival and Family Carol Service • Providing training for all staff 				
<p>To enhance our children's learning and experiences in RE by planning for a wider range of trips and visitors</p>	<ul style="list-style-type: none"> • Liaise with local schools and collate a list of contacts for places of worship and visitors who can come in to talk to the children for the world faiths/views studied • Support each year group to plan their trip to All Saints Church to enhance their Christianity units • Support each year group to plan either a trip to another place of worship linked to their year group's world faith/view <u>or</u> a visitor to come into school and talk to the children 	<p>Subject Lead to support and give contacts, all staff to arrange own visit/visitor</p>	<p>From Term 1 to book visits/visitors</p>	<p>Subject Leader Time</p>	<ul style="list-style-type: none"> • Children visit All Saints Church at least once a year to enhance their understanding of Christianity. • Children's understanding of world views and faiths is enhanced through at least one trips and/or visitor during their world faith unit.
<p>To remove barriers to learning through effective adaptations to the curriculum</p>	<ul style="list-style-type: none"> • Effective adaption training provided for all classroom-based staff • Use of EEF resources and expertise • Share good practice across and 	<p>All staff</p>	<p>From Term 1</p>	<p>Subject Leader and Phase leader time Opportunities to visit other schools and each other</p>	<ul style="list-style-type: none"> • Teachers adapt learning throughout all lessons for all children through pre-teach, adapting sheets, adapting resources and post teaching • Increase independence of children • Children accessing learning in the classroom • Improved attainment of children

<p>and learning tasks ensuring they can access learning independently.</p>	<p>within schools (including M7V and our own staff).</p> <ul style="list-style-type: none"> • KCC experts to provide support in the classroom • Provision maps and Personalised Plans to reflect support in the classroom • Staff to make use of mainstream core standards • Effective monitoring to provide feedback (including next steps) 			<p>Money to buy in specialised support services</p>	<ul style="list-style-type: none"> • Children's experiences are consistently enhanced. • Staff have high expectations for all children and provide them with what they need to reach achieve this.
<p>To create opportunities for Governors to have a strategic oversight of the curriculum.</p>	<p>A clear agenda for Governor visits to be established to enable productive, strategic meetings with opportunities for challenge (where necessary).</p> <ul style="list-style-type: none"> • Meeting with Governors twice a year (in hubs) to complete monitoring activities such as lesson observations, book looks, meet with pupils and discuss data. • Create opportunities for Governors to meet with Pupil Leaders. • Subject Leaders to attend Governor meetings where appropriate. • Governors to attend training where necessary. 	<p>Subject Leader</p>	<p>Ongoing</p>	<p>Subject Leader release time</p>	<ul style="list-style-type: none"> • Governors will have a clear understanding of the strengths of the curriculum hub and areas for development. • Governors will have a clear understanding of how adaptations are made to the curriculum so that all pupils can access learning independently.

YEAR 2 (2026-2027)
(Where do we want to be?)

Spirituality and the four connections embedded within the school. Moving onto looking at how we can plan moments of Spirituality in our curriculum.

YEAR 3 (2027-2028)
(Where do we want to be?)

The school's approach to spiritual development will be embedded within the curriculum using a range of planned and unplanned moments and teaching opportunities. Children will be able to independently identify connections to God, themselves, the world and people around them to experience spirituality on a deeper level. Children will be able to use the language of spirituality confidently when talking to others.