



Church Lench CE First School Governor Monitoring Form

The school's Christian vision	<p align="center">'For With God Nothing is Impossible' Luke 1:37</p> <p align="center">At the heart of the school is our belief that 'With God Nothing is Impossible', which allows our children to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.</p>					
1. Which general area are we looking at?	Christian distinctiveness		Collective Worship		Religious Education	*
2. What specifically are we trying to find out? Links to Evaluation Question(s) from SIAMS framework Links to School Development Plan	<p>IQ 6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p> <p>Links to quality teaching and learning, effective pedagogy and behaviour and attitudes.</p>					
3. How will we find our evidence? Planned meetings/ observations/tasks	Headteacher	*	Co-ordinator		Children	*
	Staff		Learning walk		Children's books	*
	Worship		Documents		Other	
4. Who will carry out the monitoring?	Head					
5. When?	March 2026					
6. With whom will the results of this monitoring be shared?	RE lead and staff, governors					
7. When and how will governors follow up any recommendations?	April 2026					

8. Key questions for the agreed monitoring activities in No. 6	9. What have we learnt? Focus on the impact on the children. List both positive and negative.
How do school and trust leaders ensure that the provision, profile, and priority of RE in all key stages reflects its place on the curriculum of a church school?	RE is a core subject and high priority in our church school. It is taught for 1.25-1.5 hours in KS2 and 1 hr in KS1 a week which follows the statement of Entitlement. Teachers and support staff understand the importance of RE and take time understanding key knowledge of planning to deliver to the children. RE is monitored by the RE lead and staff meetings are planned to share any updates in the curriculum. The teaching of RE is central to the school's vision which is woven throughout questioning and response to different concepts of the RE curriculum.
How do school and trust leaders ensure that the RE curriculum is challenging, accurate, well sequenced, well balanced, relevant and diverse?	The teaching staff follow the RE agreed syllabus and use the medium term plans to plan units of work which are relevant and accurate. Children's thinking is constantly challenged through questioning and different media to depict different views and ideas about themes in Christianity and other religions. Children have the opportunity to learn about other denominations of the church but this is an area that needs more attention in the future and also looking at how Christianity is represented by different cultures and groups of people across the world. This will be a development for the school next year on the SDP.
How do school and trust leaders ensure that RE is well resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?	Resourcing the RE curriculum is effective and different ways to represent concepts in books include role play photos, research, finding Biblical quotes to back up answers or ideas, comparing and contrasting religious concepts, mind maps, sequencing pictures with captions, analysing art, drawing and painting, completing venn diagrams, role on the wall, emotion graphs, prayers and creating poems. Children are also immersed into the life of the Anglican Church as it is situated opposite and encounters are on a regular basis with church clergy through Open the Bible and celebrating Christian festivals throughout the year. Children also visit the church to look at the architecture and important parts of the church. The school also visits other places of worship including a Jewish Synagogue and Hindu temple to enrich the curriculum content and give pupils first hand experience of different places of worship. Film clips are also used to convey experiences from different religious viewpoints. The RE lead and staff attend relevant training through the diocese which ensures their knowledge and understanding is up to date. Recently training has included collective worship stories, challenging justice, carbon net zero initiatives and SIAMS training. Staff have also received training in school in relation to RE assessment and spirituality.
How do pupils respond to lessons and learning about RE? Does the work challenge thinking and deepen knowledge and ideas?	Pupils demonstrate strong engagement in RE and respond in an enthusiastic and reflective manner. In Class 1, pupils spoke confidently about the Easter story and its significance for Christians. They were able to articulate the concept of salvation, explaining that Christians believe in new life after death and that hope and happiness can follow sadness. Class 2 pupils showed a secure understanding of why Good Friday is considered "good." They explained that Jesus rose again after his death, bringing hope to people. They recognised that he saved people from their sins and helps guide individuals to make the right choices, even when mistakes are made. Pupils also spoke thoughtfully about their work, particularly enjoying creating artwork that represented sadness, hope, and joy, and explaining the reasons behind their choices. In Class 3, pupils explored the concept of sacrifice. They discussed how Jesus sacrificed his life so that others could have a better life and build a relationship with God. They made meaningful links to Lent, describing how giving things up can be a form of sacrifice. Pupils also connected this idea to modern life, suggesting examples such as reducing screen time to spend

	<p>more time with family, or giving up unhealthy foods in favour of exercise to improve wellbeing.</p> <p>Across the school, children are challenged through effective questioning and discussion, enabling them to express their ideas, views, and opinions with confidence. Pupils particularly enjoy RE lessons that incorporate the arts. Class 3 pupils expressed an interest in learning more about Christianity around the world and different denominations.</p>
<p>10. What are our conclusion?</p> <p>Relate your conclusions back to your key issue in section 2.</p> <p>What is working well? What needs improvement?</p>	<p>Is the religious education curriculum effective (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education)?</p> <p>Aspects of Christianity around the world and looking at different denominations will be planned into the next SDP to give children a rich knowledge of how Christianity is a diverse religion.</p>