



Teaching Religious Education at Doubletrees School.

Context of school

Doubletrees school is a 2-19 provision. We have three learning pathways within school. The pre-formal learning pathway, known as Learning to Learn, where learners follow the Engagement Model. The Bridging to Learn cohort is a semi-formal learning pathway, where learners access the pre-requisites to learning and the early stages of the National Curriculum. The third pathway is our Ready to Learn pathway, where learners access the National curriculum through formal learning opportunities. We have an EYFS and Post 16 provision.

Our learners are complex and diverse and we take a personalised learning approach to our curriculum, making adaptations to ensure that learning is accessible to all.

Intent

Learners will develop their skills in learning from and about the world's different religious traditions including difference in lifestyles and practices which may be so very different from their own. Learners will further their growing awareness and appreciation of both cultural and religious differences increasing their understanding of religions and beliefs. Learners will be encouraged to compare religions to their own values and beliefs, widening their understanding of world views outside of their lives and community. Learning about RE helps pupils become successful learners, confident individuals and responsible citizens. It is an exciting thought provoking and challenging subject, relevant to pupils of all faiths and none. It plays an important role in prepare pupils for adult life, employment and lifelong learning.

Our vision and values:

Achieve – We support our learners to gain knowledge and understanding of religious beliefs, practices and experiences. This begins with bringing their own experiences to the classroom and then exploring the experiences of others outside of our school setting. We want our learners to learn about religion and from religion.

Belong – We develop our learners' sense of belonging as part of a group, including their family, their school, local, national and global community. Who am I and what am I part of? Through this they will develop a sense of individual identity and belonging.

Communicate – Their own personal choices, their positive attitudes towards others and through this respect of other's beliefs and experiences.

Develop – We develop our learners' self-awareness of their own feelings and values. Alongside this they will develop feelings of self-worth and respect for others.

Enjoy – We foster a sense of curiosity, awe and wonder of the world around them where learners are excited to discover and explore world cultures, traditions and festivals.

Implementation

Every pupil has a legal entitlement to RE and that RE is a necessary part of a 'broad & balanced curriculum'

The SACRE guidance details the following information for the formal teaching of RE in schools in Cornwall:

- Christianity is to be taught alongside celebrations & ceremonies from all the religions outlined within the Cornwall Agreed Syllabus, at all key stages with themes & aspects of the religions being compared &

contrasted (Learning about religion/ Learning from religion)

EYFS/ KS1

Within EYFS, RE is delivered in a cross-curricular way through Understanding the world, Communication & Language and PSED. It is delivered as a non-core subject which includes the delivery of SMSC. This is embedded within continuous provision and delivered through topics that. Certain aspects/ festivals have been highlighted as also being relevant to our learners and community. The KS1 Equals units are available should learning need to be extended for certain individuals.

After EYFS, the school uses the Equals scheme of work. Equals units have been allocated in manner which broadly reflects the Cornwall Agreed Syllabus 2020- 2025 for each Key Stage. 'In special schools the law requires the Agreed Syllabus to be taught 'as far as is practicable.'

'Special schools have the flexibility to modify the requirements of the Agreed Syllabus to meet the needs of their pupils needs, such as selecting materials from a previous key stage or by planning to focus on just two religions. They must teach the syllabus 'as far as it is practicable.' (SACRE Requirements)

KS1& 2

Equals RE units for key stages 1 & 2 have been selected to link with the termly themes outlined in the 5 year rolling program. Our semi-formal learners will be more likely to focus on the KS1 unit that has been allocated for each term and formal learners will be more likely to focus on the KS2 unit. However, the KS1 and KS2 units link to each other (as well as the overall topic) and have been chosen for that reason. This will enable teachers to assess learners' prior knowledge and understanding, on a particular theme, and then use the two units as a sliding scale in order to differentiate work to meet the specific needs of each learner, starting from 'where they are'. This also enables a holistic approach, where learners who are from different pathways are learning alongside each other. Assessing prior knowledge and understanding, reinforcing and consolidating this, and taking it as the foundation on which to build new learning will be an especially strong focus. This is fundamental good practice but it will be particularly important, at this time, in order to address any gaps in learner knowledge that have occurred as a result of curriculum change. In addition, every Equals unit includes a reference to other units, which are related, and previous units which they build upon, thus providing another way in which learning is sequenced through all key stages.

KS3 and Post 14

For our formal learning pathway, one Equals unit per term has been allocated to link, as far as is possible, to other topics and themes featured in the long term plan for each key stage. For learners who are within the semi-formal learning pathway and/ or simply require more support with a particular area, The 'Five Keys' planning model will be used with the relevant Equals unit.

Pre-subject Specific Learners Across All Key Stages

Will study the same topic as learners in their cohort and will use the Engagement Model as laid out 'Pupils with SEND and Religious Education' article published in 'RE Today'. It states 'The engagement model celebrates the different abilities of pupils not engaged in subject specific study. This intention is always appropriate for RE'.

Doubletrees School notes that parents are legally entitled to withdraw their children from RE should they desire to do so, we ask that parents/ carers place this in writing/ discuss with the Head Teacher if they wish their child to be withdrawn from any aspect of RE. The Head Teacher, subject co-ordinator & County Advisor are available should parents wish to discuss the content of the Religious Education curriculum or any other relevant issues.

Impact - Assessment of outcomes (So what difference did it make – Include evidence)

Our learners know that they belong to a community and are able to engage with this as active citizens. They have a sense of place within the world and know what makes their own identity and what makes others the same or different showing positive attitudes towards others.

They have developed a sense of what is right and can communicate these values and make positive choices. They have developed both a deeper understanding of the world around them and a curiosity of this. They have been prepared for life beyond school through the skills and confidence they have developed. They have a strong sense of their own self-worth, feel valued and respected, therefore, are able to respect the different beliefs, experiences and values of others.
