



‘Innovative Education - Transforming Lives’



R.E. Policy

September 2020

Status	Statutory
Governing Body Committee	Full Governing Body
Responsible Persons	Mrs A Parkhurst Miss S Ogle
Date the policy was agreed	Nov' 2018, reviewed Sept 19, Sept 20
Review date	Sept 2021

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Version control

<i>Version</i>	<i>Revision Date</i>	<i>Revised by</i>	<i>Section Revised</i>
Written V1	New policy November 2018	A Parkhurst	
V2	September 2019	A Parkhurst	
V3	September 2020	A Parkhurst/S Ogle	Recovery Curriculum added following wider reopening due to Covid-19

Introduction

Recovery Curriculum – September 2020 following wider re-opening of academy due to the Covid 19 pandemic

The Covid-19 pandemic has been a disruptor to normal life within our academy communities. These factors are enhanced by the social distancing measures that our pupils and workforce are experiencing. Unlike a more conventional recovery from a period of absence from academy, e.g. 6-weeks summer holiday period, the time period and potential fluctuations that will occur over the coming months will be a new recovery challenge that we will need to deal with, for example;

- Fluctuating restrictions depending on future peaks and outbreaks that may be uneven across the region and unpredictable
- Services may be 'switched on and off' within the recovery period
- The recovery period may be at least 12-18 months or until widespread immunity via a vaccine
- Different need for restrictions i.e. shielded population may have greater restrictions for longer. This will impact on workforce availability
- Implementing social distancing measures within the context of a academy

Our **Recovery** can be defined as the process of rebuilding, restoring and rehabilitating following this emergency and our plan to get back to 'normal' academy functioning. We will set about initiating diagnostic assessments to inform and establish trajectories for our Recovery Curriculum and these assessments will cover the following themes;

- Social and emotional needs
- Behaviour and routines
- Academic gaps in learning
- Tracking back our curriculum to move forward from the right starting points
- Resilience of our pupils
- Feedback on the types of learning the pupils want to experience and think is of most benefit

We are adopting **a Three Horizons Model**

Understanding of timescales and a consistent approach to the journey from response, recovery,

renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in **Horizon 3**), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire to.

- **Horizon 1 (H1):** Immediate Recovery steps (June - Aug 2020)

Horizon1 is the existing business as usual or the dominant way of doing things today.

- **Horizon 2 (H2):** Post Peak Recovery Foundations (Sept 2020 – December 2020)

Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.

- **Horizon 3 (H3):** Realising the Recovery Objectives (2021 onwards)

Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This fits with our school ethos of respect and equality for all, thriving together to meet the needs and demands of an ever changing world.

At Sheep Dip Lane Primary Academy we deliver RE using the Discovery RE programme, alongside units from the Doncaster Agreed Syllabus 2019.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)
- *C of E church schools may wish to add “Valuing all God’s Children”* (https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf), “*Making a Difference* “ (which includes the Church of England Statement of Entitlement) (https://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference-a_review_of_religious_education_in_church_of_england_schools_web_final.pdf) and the 2018 SIAMS inspection framework (<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections>)

The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at Sheep Dip Lane Academy we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

Curriculum Intent

At Sheep Dip Lane Academy the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Pedagogy to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world. At the heart of our design for learning, is the need to ensure that our pupils understand themselves as citizens of the world and want to contribute to both local, national and global issues which may impact on their lives.

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grids below shows specific enquiries for each year group.

EYFS

Foundation Stage 1/2:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

Key Stage 1

Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 2:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Key Stage 2

Year 3:

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is "good" about Good Friday?	Christianity
Do Sikhs think it is important to share?	Sikhism
What is the best way for a Sikh to show commitment to God?	Sikhism

Year 4:

Discovery Enquiry	Religions studied
How special relationship is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Do people need to go to church to show they are Christians?	Christianity

Year 5:

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for Christian to show commitment to God?	Christianity

Year 6:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

RE is taught by class teachers as blocks of learning or as discrete sessions. Themes may be taught at different points in the school year to fit in with visits or celebrations within the religious calendar

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has

exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it.

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

Subject leaders track year group progress over time so end of year summative judgements can be made, which are then reported to parents.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports.

The Attainment Descriptors

The attainment descriptors contained within Discovery RE are 3-fold, they include:

- *Personal resonance with or reflection on*
- *Knowledge and understanding of the subject matter of that enquiry*
- *Skills of evaluation and critical thinking in relation to the big enquiry question.*

Monitoring and evaluation

RE subject leaders monitor delivery of the programme through lesson drop ins, observations and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Samples of learning to evidence progression through school are collated in portfolios of learning.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme. During the restrictions of COVID 19, visits and visitors into school have been temporarily suspended, however, wherever possible sessions may be delivered using Microsoft Teams.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Displays
- * RE tasks linked to home learning.
- * Through social media via the schools Twitter account
- * Class learning journeys and year group portfolios

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Subject Leaders who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a

child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *Collective Worship*
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

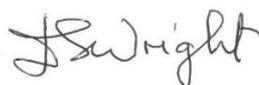
Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Review

Compiled by: A Parkhurst, November 2018

Signed Head Teacher: 



Signed: Chair of Governors:

Reviewed by S Ogle Date: November 2019

Reviewed by A Parkhurst Date: September 2020

To be reviewed: Autumn 2021