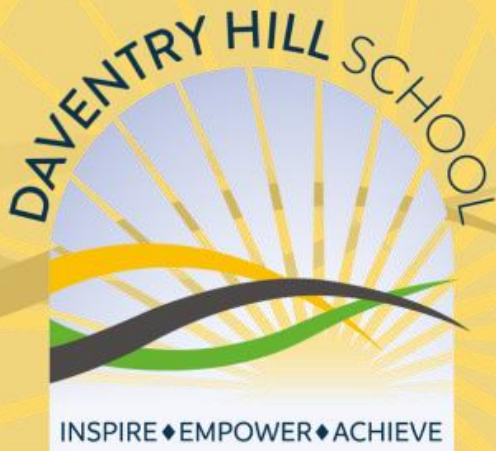


# Daventry Hill School

## RE Policy 26-28



<b>Compiled by:</b> AHT Post 16 & Careers	<b>Date:</b> Mar 26
<b>Committee:</b> LGB	<b>Date agreed by Governors:</b> Apr 26
<b>Review Cycle:</b> Every 2 Years	<b>Review Date:</b> Mar 28



## AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

## OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

## OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

----- Inspire ♦ Empower ♦ Achieve

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## Wellbeing at Creating Tomorrow Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
  - 08000 856 148
  - [educationsupport.org.uk](http://educationsupport.org.uk)

We are committed to continuous improvement. **All Trust policies are reviewed for their impact on staff wellbeing**, ensuring our values are reflected not only in what we say, but in what we do.

Together, we create tomorrow by caring for one another today.

## **Subject Rationale**

Religious Education (RE) is a statutory part of a broad and balanced curriculum. In line with Ofsted's Education Inspection Framework (EIF), RE contributes significantly to pupils' academic development and their wider personal development.

In our SEND setting, RE supports pupils to understand themselves and others, develop communication and social skills, and engage meaningfully with the diverse world. The curriculum is carefully adapted to ensure ambition for all pupils, regardless of starting points, and provides equality of access through appropriate scaffolding and support.

In line with the Northamptonshire Agreed Syllabus and Ofsted expectations, the RE curriculum aims to:

- Develop pupils' knowledge and understanding of a range of religions and worldviews
- Enable pupils to ask and explore 'big questions' about life, meaning and morality
- Build respect, tolerance and understanding of diversity
- Support pupils' spiritual, moral, social and cultural (SMSC) development

For our learners, these aims are personalised through communication-focused, sensory and experiential approaches, ensuring that all pupils can access and engage with key concepts.

### **Intent**

Our RE curriculum is designed to be ambitious and coherently planned and sequenced, in line with definition of curriculum intent.

It clearly identifies the essential knowledge, skills and vocabulary that students need to learn, and ensures progression across all key stages, including EYFS and Post-16.

The curriculum reflects a 'worldviews' approach and prepares pupils for life in modern Britain by promoting respect, inclusion and understanding. For our learners, intent is closely aligned with EHCP outcomes and focuses on age, stage and functional learning.

### **Implementation**

In line with expectations for implementation, teaching is structured to ensure that pupils can remember more and do more over time.

The curriculum is delivered through the Northamptonshire syllabus concepts:

- Belonging and Believing
- Words and Wisdom
- Respecting Places and the World
- Experience and Behaviour
- Leading a Good Life
- Continuity, Change and Diversity

Teaching approaches include:

- Explicit teaching of key knowledge and vocabulary
- Use of multi-sensory and experiential learning strategies

- Adaptation and scaffolding to meet individual needs
- Regular opportunities for retrieval and reinforcement

Learning is carefully sequenced and revisited to support long-term memory.

### **Impact**

The impact of the RE curriculum is measured by how well pupils know more, remember more and can do more.

Evidence of impact includes:

- Pupils' ability to recall and recognise key knowledge
- Increased understanding of different beliefs and worldviews
- Development in communication, confidence and personal expression

Progress is measured against individual starting points and EHCP outcomes. Assessment methods include observation, engagement measures, and evidence of application of learning.

### **How the curriculum is Structured**

Disciplinary Lenses (Statutory): This curriculum has been crafted through the foci of three disciplinary lenses to ensure a balanced approach to the syllabus, as set out in Balanced RE; these are: Theology, Social Sciences, Philosophy

Modules can be re-ordered to align with calendar festivals. Cross curricular links are encouraged and to be integrated and supported through Preparation for Adulthood is a key lens through which the curriculum areas of Employment, Independent Living, Friends, Relationships and Community and Health should be delivered as the RE curriculum can support the PfA outcomes in rich, meaningful ways.

By linking RE content to PfA ensures learning is

- Meaningful
- purposeful
- Functional
- Life-preparing

### **Planning**

Planning is mapped into appropriate pathway knowledge and skills using the Northamptonshire syllabus guidance. Every lesson provides a high-quality and unique experience of application of the various skills.

Teachers select appropriate age and stage coverage suitable for their students. Personalisation will be used through identified pathways, and where students demonstrate that they are highly able, they will be challenged and supported to further develop their skills.

Teachers recognise that new opportunities for attainment may arise spontaneously as the interests of the students emerge.

Students will be given the opportunity to take part in enrichment activities including welcoming visitors of faith into school, visiting places of worship, and engaging in celebrating festivals throughout the academic year.

The Daventry Hill School curriculum covers the following skills and progression:

- Early Years/Foundations for Learning: To have observational and exploratory experiences through RE.
- Foundations for Learning: To develop ideas and skills through continued exploratory experiences in RE.
- Learning to be Me: To implement appropriate vocabulary, show progression in their skills and explore personal preferences in RE.
- My Place in the World: To begin to develop creative preferences and apply them in their own views and opinions.
- Skills for Life: To celebrate their own views and to use knowledge, skills and understanding to broaden their cultural experiences in their life.

Content reflects a diverse range of religions and worldviews, promoting equality, respect and inclusion. Teaching is adapted to remove barriers and ensure meaningful participation for all learners.

RE is part of the PfA curriculum and must be taught to all students.

The school follows the Northamptonshire Agreed Syllabus. Parents retain the legal right to withdraw their child from RE.

## **EYFS**

In EYFS, RE contributes to the areas of Understanding the World and Personal, Social and Emotional Development.

In line with Ofsted expectations for early years, learning is play-based, experiential and focused on developing language and understanding.

Pupils explore:

- Special people, places and celebrations
- Similarities and differences between people
- Early concepts of belonging and community

Teaching is adapted to meet developmental needs, with a strong emphasis on communication, interaction and engagement.

## **Post-16 Provision**

In Post-16, RE supports preparation for adulthood, which is a key focus of Ofsted's framework for SEND provision.

The curriculum enables pupils to:

- Understand diversity and life in modern Britain
- Develop respect and tolerance in real-world contexts
- Reflect on personal beliefs, values and identity
- Apply learning to community participation and employment settings

Learning is practical, discussion-based and linked to independence, ensuring relevance beyond school.

### Whole-School Cycle

Key Concepts to Develop a Spiral Curriculum: The syllabus has also used "Developing a Religion and Worldviews Approach in Religious Education in England: A Handbook for Curriculum Writers" to align planning with the latest guidelines set out by the Religious Education Council. Each year group includes six key concepts, one for each unit, allowing knowledge of these concepts to build progressively, thus developing a spiral curriculum. By the end of their studies, pupils will have a deep understanding of these concepts. The key concepts are inspired by the following: "What are the Big Ideas for RE? The six concepts selected for this agreed syllabus are:



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# Impact

## Assessment

### What assessment typically looks like through the RE curriculum

#### 1. Ongoing / Formative Assessment

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.

#### 2. Milestones / Progression Documents

- By following our music curriculum, students will have opportunities to develop skills found within the learning progression ladders. Floor books and student portfolios capture student success and wow moments.

#### 3. Self- and Peer Reflection

- Students are encouraged to evaluate their own and others' understanding.

#### 4. Holistic / Growth Mindset Focus

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

## Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

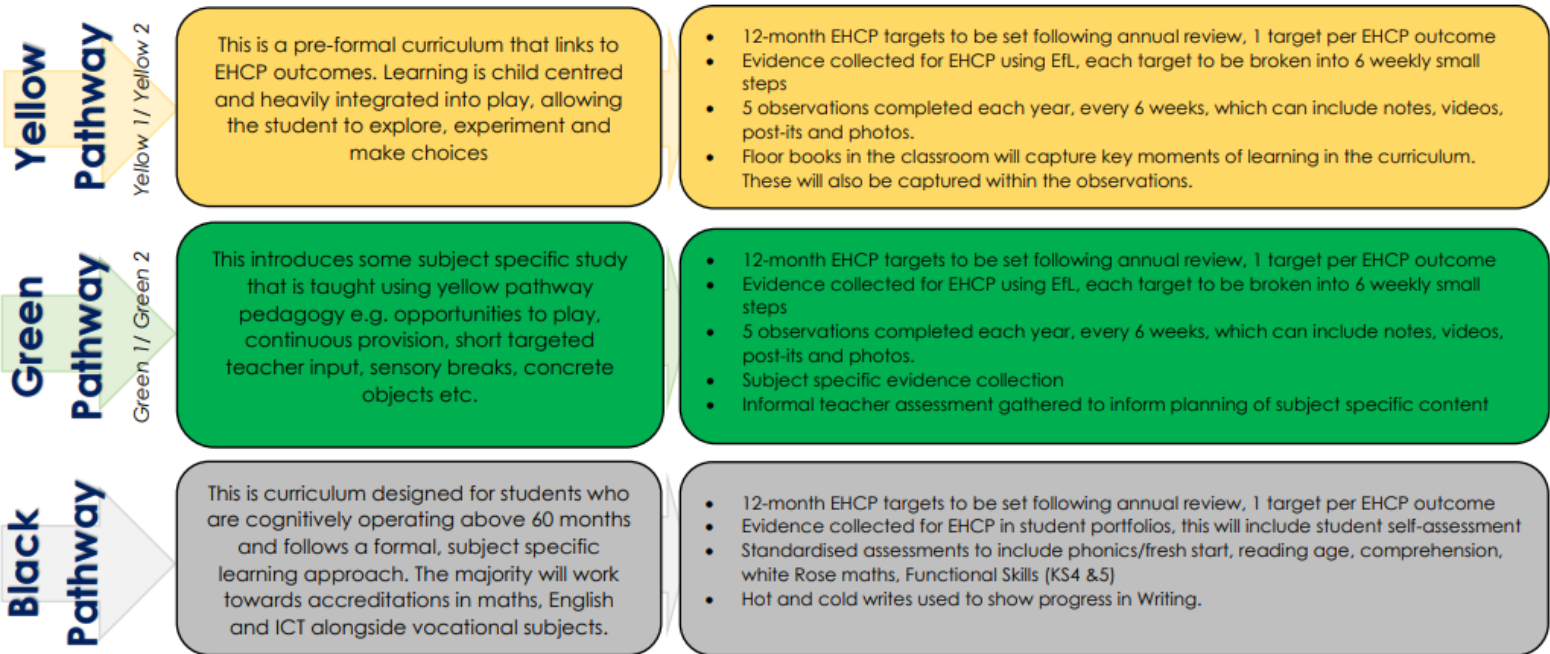
### Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

### Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.



## SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

### **Spiritual Development**

- Many projects ask pupils to reflect on choices in their work and respect the choices of others.
- Promotes discussion of themes such as fairness, honesty, and responsibility through creative processes.
- Develops awareness of the impact of human creativity on society and the environment.

### **Moral Development**

- We encourage our students to engage in critical discussions, through play, exploration and curiosity.
- To develop the children morally, they are expected to reflect upon work of themselves and others.
- Students are encouraged to develop respect and self-discipline and understand the influences and responses of others.

### **Social Development**

- Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress through each strand of the curriculum.
- We encourage the skills of independence, resilience and time management to develop children socially.
- Social skills are developed further by working collaboratively, celebrating successes and participating in celebrations and events in the classroom or wider community.

### **Cultural Development**

- Religious Education allows a deep appreciation for cultures around the world that have contributed to the development of our current learning.
- Students are exposed to explore a range of festivals and celebrations.
- Students are encouraged to understand that religion is a universal way to communicate feelings, emotions and express responses.

To access the full SMSC document please click on the link [SMSC at DHS final.docx](#)

## **British Values**

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In RE, British Values will be highlighted and celebrated through: -

### **1. Democracy**

- Many activities encourage student voice and choice in how they approach tasks.
- Learners can make decisions reflecting democratic participation and ownership of learning.
- Collaborative discussions, tasks often involve discussion and negotiation, giving pupils experience of decision-making as a group.

### **2. Rule of Law**

- Topic areas involve following processes, safety guidance, and respecting classroom rules.
- Structured frameworks model how rules help.
- Learners see that rules protect fairness and enable everyone to take part safely.

### **3. Individual Liberty**

- Students are encouraged to express their own opinions and ideas without fear of being “wrong” during exploration and play.

### **4. Mutual Respect**

- Pupils are encouraged to experiment, express their own ideas without fear of being “wrong.”
- Curriculum promotes freedom of expression through RE, allowing learners to develop self-confidence and independence.
- Projects often highlight that there is no single “correct” outcome, which supports individuality.

## 5. Tolerance of Different Faiths and Beliefs

- RE draws on a wide range of art traditions, cultural influences, and historical contexts, enabling pupils to explore worldviews beyond their own.
- Through studying different beliefs and global RE practices, learners develop respect and understanding of varied beliefs and cultural expressions.

Religious Education supports British values by creating an inclusive, respectful, and open-ended creative environment where pupils learn to express themselves, collaborate, and appreciate diversity through celebrations, real life experiences and collaboration in the local and wider community.

To access the full British Values document please click on the link

## Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the

opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.

- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

### **1. Our Employability offer**

This includes opportunities to look at how other cultures and belief is used in the workplace and careers linked with religion. Our enterprise projects often have a creative element, and students are given choices and a voice around what they choose to make. Our world of work offer explores different work settings, and these include careers that have a creative focus.

### **2. Community visits and outdoor learning**

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and religion in nature. Visits to buildings of cultural and religious importance help to develop students understanding of RE and its significance in our lives.

To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

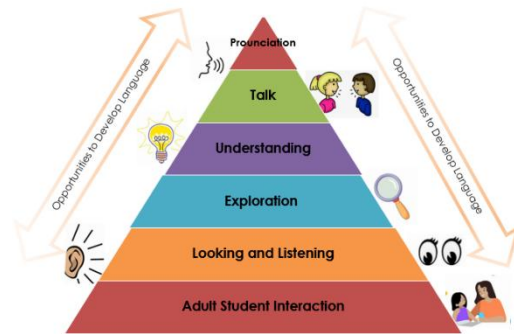
## Inclusion and Accessibility

### Curiosity and Communication Approach

At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of RE.





We define curiosity opportunities for:	What could this look like RE?
<b>Independent thinking</b>	RE encourages individuals to form their own likes and dislikes of different music genres and styles.
<b>Non-verbal communication</b>	Through sensory play, role play and movement. Core boards, visuals, systematic instructions
<b>Language and verbal communication</b>	Students could use verbal language to explain their appraisal of RE and their reasoning about their creations. Enquiry questions, knowledge organisers to include subject specific vocabulary. Adults will model the use of this
<b>Problem solving</b>	Performing, appraising and creating often involves navigating limitations (like singing ability, access to songs and physical difficulties) and finding innovative solutions
<b>Risk taking</b>	Stepping outside comfort zones, learning about new faiths and beliefs and expressing ideas.
<b>Imagination</b>	In RE, imagination lets us make something special that comes from inside our own thoughts.
<b>Creativity</b>	Making something relating to a certain religion in your own way. It could be drawing, painting, dancing, singing, or building something. There's no right or wrong — it's about expressing yourself and having fun while trying new ideas and exploring different cultures and faiths.

<b>Critical thinking</b>	Students analyse, reflect, and revise their work.
<b>Lifelong learning</b>	Exploring areas of personal interest and understanding others' beliefs.



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in music:

Student interaction 	<ul style="list-style-type: none"> <li>• Play opportunities</li> <li>• Sensory based tasks</li> <li>• Intensive interaction- copy movements, sounds, choices</li> <li>• ShREC</li> <li>• Discussion</li> <li>• Sharing preferences</li> </ul>
Looking and listening 	<ul style="list-style-type: none"> <li>• Commenting and questioning. 4 comments to 1 question.</li> <li>• Attention Autism pedagogy- anticipation, waiting, extending lesson time</li> <li>• Modelling</li> </ul>
Exploration 	<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Continuous provision</li> <li>• Risk taking</li> <li>• Trying new things</li> <li>• Researching, religion and festivals</li> </ul>
Understanding, Talk and Pronunciation 	<ul style="list-style-type: none"> <li>• RE specific key words</li> <li>• Opportunities to share work</li> <li>• Group work</li> <li>• Blanks Level of Questioning</li> </ul>

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	Level 1 (Concrete Features)	What is this? (point to the religious artefact) Can you find the _____ Is it a man or woman praying?
	Level 2 (More detail)	What is happening in this picture? What can you see in the background?
	Level 3 (features that can't be seen)	How is the person feeling? How can you tell? What do you think is happening in this picture?
	Level 4 (reasoning and problem solving)	Why does the story repeat different sections? Why do you think the story is important?

To access the full document please click on the link [Curiosity Approach.docx](#)