

Horton Lodge Community Special School

'Working Together – Achieving Potential'



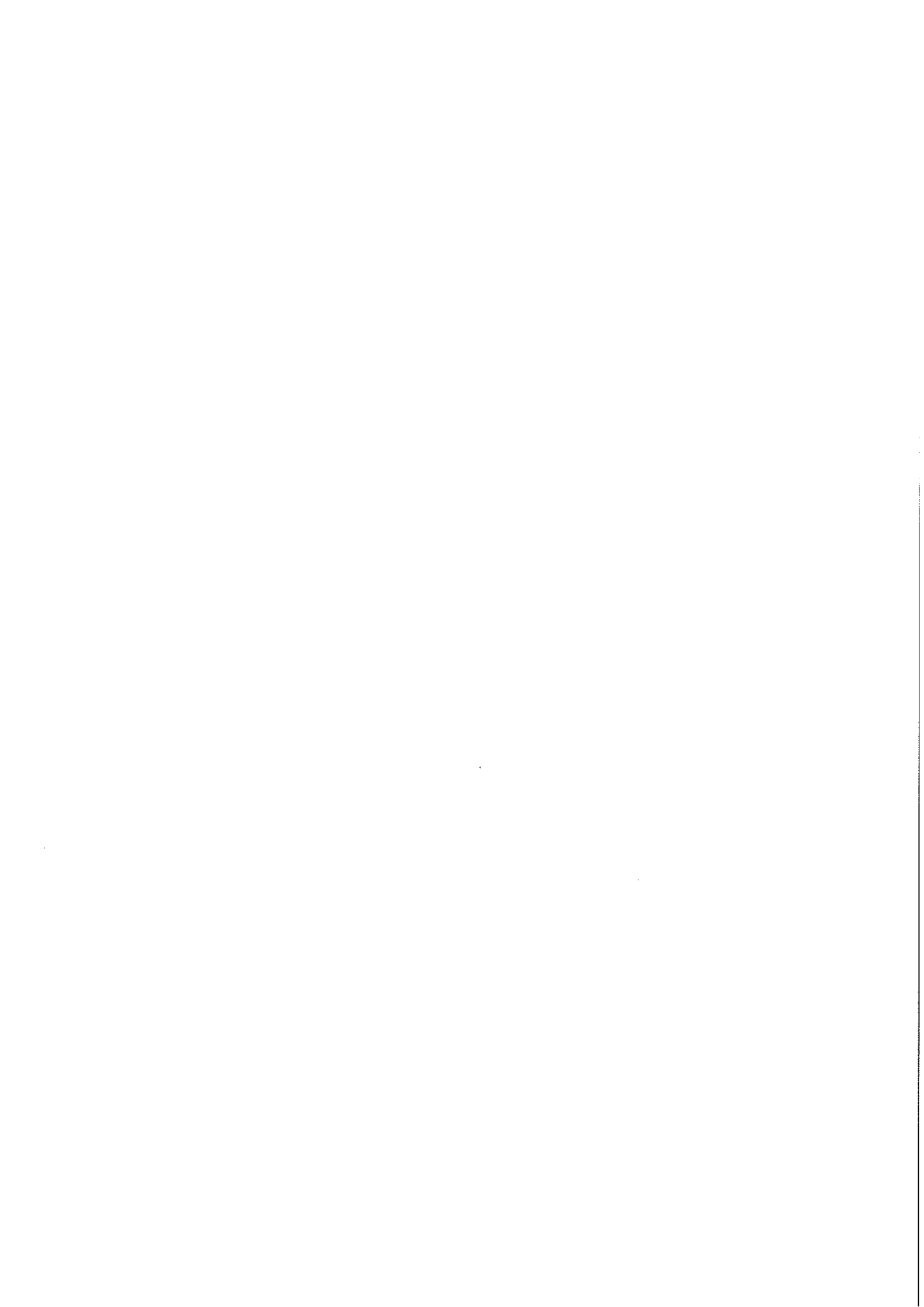
Religious Education (RE) Policy

Approved by:

Date:

Last reviewed on:

Next review due by:





Contents

- 1. Introduction.....2**
- 2. Aims2**
- 3. Roles and Responsibilities.....2**
- 4. Teaching RE Across the School.....3**
- 5. Assessment.....4**
- 6. Monitoring Arrangements.....4**
- 7. Links to Other Policies.....4**



1. Introduction

The National Curriculum states that curriculum should prepare pupils ‘for the opportunities, responsibilities and experiences of later life’ (Department For Education, 2013) and therefore Horton Lodge work to a Pathways model part of which outlines how Religious Education is taught and developed for different learners across the school:

Pathway 1 – Encountering, connecting and responding	Pathway 2 – A life experience and skills based curriculum	Pathway 3 - A differentiated National Curriculum with an emphasis on skills for life
Cognition and Communication	Sense of RE	RE

2. Aims

At Horton Lodge Community Special School, we recognise that pupils come to us with their own experiences and knowledge of the world. We ensure pupils have access to a broad and balanced curriculum covering age appropriate Key Stage topics and themes from the National Curriculum (DfE 2013), the Early Years Foundation Stage and the programmes of study in the National Curriculum Key Stages 1 and 2 as well as the Staffordshire agreed syllabus for RE. We also acknowledge that the demographic composition of our school is likely to have limited our pupils’ range of experiences. Thus, our main aims are:

- Develop self-confidence and awareness;
- Understand the world in which they live in as individuals and as members of groups;
- Bring their own experiences and understanding of life into the classroom;
- Develop positive attitudes towards others, respecting their beliefs and experience;
- Reflect on and consider their own values and those of others;
- Deal with issues that form the basis for personal choices and behaviour To share good practice within the school;
- To promote the teaching of mathematical problem solving, literacy and communication within all subjects;
- To work with other schools, including those in our LEP ‘Leek Educational Partnership’ and Special Schools group, in order to share good practice in order to improve this policy.

In response to these opportunities, children can make progress in RE

- By moving from a personal to a wider perspective
- By increasing their knowledge of religious beliefs, practices and experiences
- Through developing their understanding of the meaning of stories, symbols, events and pictures
- Through developing and communicating their individual responses to a range of views

3. Roles and responsibilities

For roles and responsibilities related to this policy please see the Teaching and Learning Policy

Each curriculum pathway has a named teacher and governor lead:

Subject Leader	Nominated Governor
Pathway 1 – Jo Owen	Pathway 1 – Alison Lee



Pathway 2 – Wendy Miller Pathway 3 – Lucy Bloor	Pathway 2 – Zofia Piaszyk Pathway 3 Sara Clay
--	--

4. Teaching RE across the school

4.1 Early Years Foundation Stage

- The Early Years/ Reception age children follow the Early Years Foundation Stage.
- The children's development is related to the objectives set out in the Early Learning Goals with art being a key part of Communication and Language, Physical and Personal and Emotional development. This learning forms the foundations for later work in RE.
- The children undertake a range of play experiences that encourage exploration, observation, discussion, creativity, problem solving, critical thinking hand-eye coordination and dexterity and are encouraged to develop 'characteristics of effective learning'.

4.2 RE in the Pathway 1 curriculum

- In Pathway 1 RE is taught through sensory stories which relate to the current topic and through 'experience' days in which children are immersed in the custom or culture which is being explored.
- Care is taken to ensure a broad and balanced variety of religions are explored and cultural sensitivities are acknowledged.

4.3 RE in the Pathway 2 curriculum

- Our pupils are given a wide range of opportunities to experience sensory learning (through the topic based approach) will enable them to become aware that people, objects, symbols, places, food and occasions have special importance. It is important to provide our pupils with a foundation on which they can build an increasing awareness of themselves as individuals and of relationships with other people.
- Pupils are encouraged to celebrate their own achievements and milestones as well joining in a variety of occasions when people meet together for worship and festivals. Being aware of special times and how these are marked in their own families and at school provides pupils with a foundation for the concepts of community and celebration.
- Hearing stories and beginning to realise the worth of special objects will be the start of a developing concept of symbolism.
- Pupils will also be given opportunities to develop their awareness of the local environment through journeys and visits and by having a chance to experience awe and wonderment in the natural world.

4.4 RE in the Pathway 3 curriculum

Many Pathway 3 learners also have more than one difficulty or disability impacting on their learning. These difficulties may mean that in some areas approaches outlined in Pathway 2 are still appropriate.

Of the different pathways Pathway 3 most closely follows the Staffordshire Agreed Syllabus for Religious Education. The aim of which is for children to become religiously educated for life in the 21st century. Someone with these qualities would be:

- 1) Curious and inquisitive about life; not afraid to ask the big questions; aware of philosophical and ethical issue (Issues / Questions);
- 2) Well informed about religious and non-religious responses to ultimate questions; knowledgeable about faiths, practices and philosophies (Religion / Content);



- 3) Aware of, and able to demonstrate an understanding of the impact of belief on actions; able to interpret the ways in which beliefs, spiritual insights and values are expressed by individuals or groups (Meaning / Exploration);
- 4) Able to demonstrate respect for the faiths and philosophies of others; confident in expressing their own views while reflecting on the beliefs, spiritual insights and values of others (Lifescance / Reflection).

A concept-led curriculum

The programme of learning is organised around six key concepts.

1. Beliefs teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity diversity and belonging
5. Meaning purpose and truth
6. Values and commitments

Using key concepts as the basic structure and following the Staffordshire RE process (see The Staffordshire Agreed Syllabus for Religious Education: Statutory Requirements) enables planners and teachers to build RE programmes that challenge and inspire the learner. Often these concepts will be presented as questions such as 'What does it mean to belong?' or 'Why are there different religions or beliefs?'

5. Assessment

Teachers will:

- carry out continuous assessment using targets and measures appropriate to the Pathway and needs of the learner;
- make observations and annotations related to the teaching objective / achievement;
- use photographic and video evidence to provide evidence where work books are not appropriate for pupils.
- evaluate medium-term plans to ensure progress against key objectives to adjust planning.

6. Monitoring arrangements

The RE policy is presented to the Governing Body.

It will also be reviewed within the three year cycle, if required, to ensure the curriculum is fully compliant with the national curriculum and any other government initiatives.

7. Links with other policies

This RE Policy is linked to our:

- The EYFS Policy
- Collective Worship Policy
- Teaching and Learning Policy

Religious Education (RE) Policy
September 2018



- The Curriculum Handbook

