

RE

Intention- What we want to achieve and why we do what we do

Through our RE curriculum we aim to introduce students to a range of religious and cultural traditions which will broaden their experience of the world around them. Students will be taught to have respect and tolerance for all people and an understanding of both the similarities and differences between people. Students will experience different environments and activities which will support their individual learning no matter where they are on the pathways. Our RE days are fun and include lots of opportunities for students to develop their communication skills. Through the RE curriculum, Students are introduced to the British Values Democracy, Rule of Law, Respect and tolerance, and Individual Liberty.

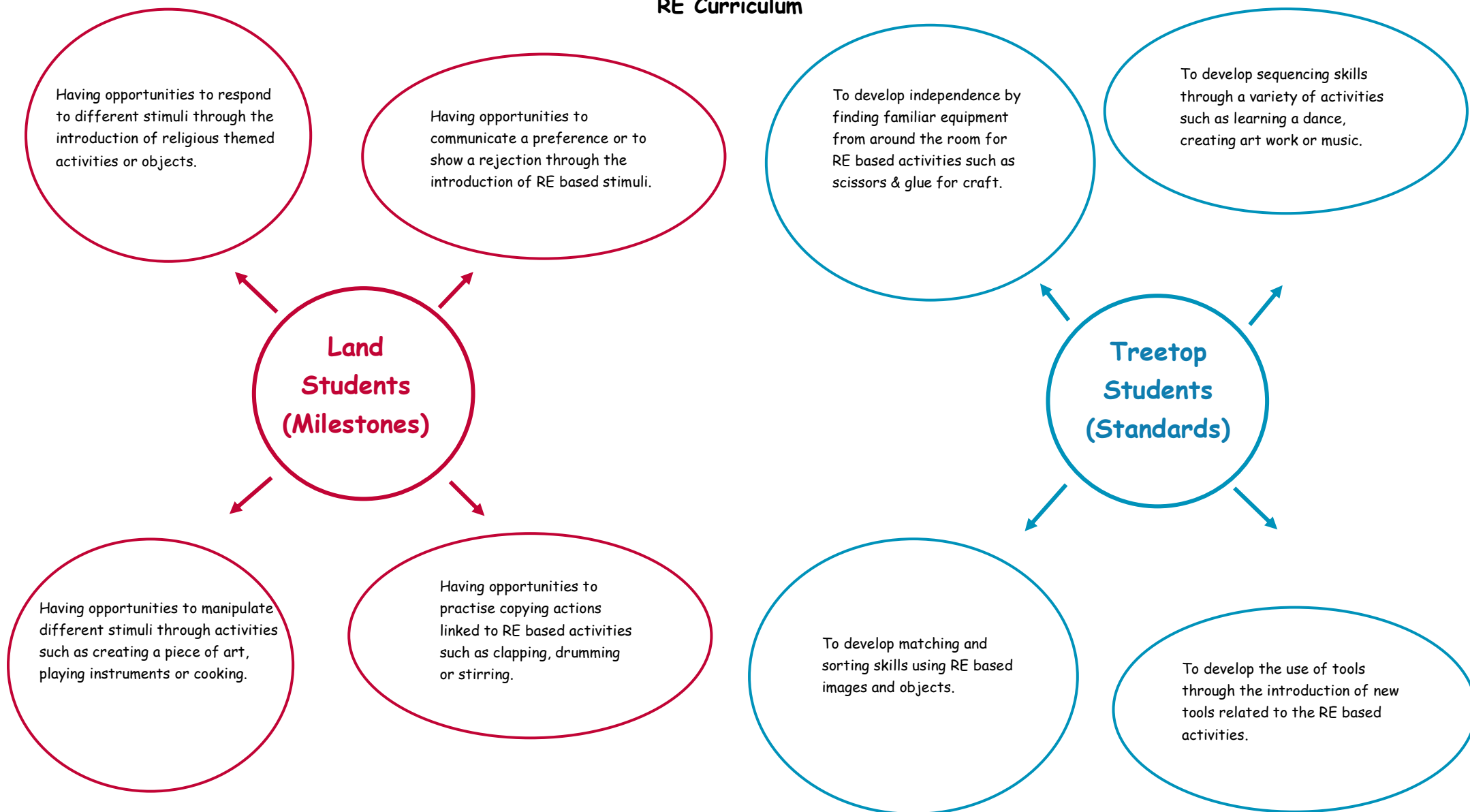
Implementation - How do we achieve this through our learning and curriculum and how we do it

We have six RE days throughout the academic year which are based on a variety of religions including Christianity, Buddhism, Islam and Judaism. We have a rolling programme which coincides with specific religious events planned by the RE subject lead. There are suggestions of activities which are then adapted and put into a plan for each individual class catering for all students' individual needs. Teachers will input their plan into the RE concept wheel which ensures that each class have input related to communicating, applying, enquiry, contextualising and evaluating the concept being taught. The concepts will be taught in a variety of ways through multi-sensory experiences including experiencing religious traditions. Students will have the opportunities to prepare and taste foods, listen to music, listen to and participate in sensory stories, create art works and take part in sensory exploration related to different religions. As well as having key vocabulary related to religions modelled to students, the RE day activities and experiences support students to develop and apply their communication skills by communicating likes or dislikes, offering comments and making requests. This allows students to generalise their communication skills to new contexts. We have links with the local Church which means we are able to visit the church for Harvest, Christmas and Easter to participate in a collective celebration in a place of worship. We link our RE days to these celebrations so that students are able to prepare something to share during the celebration and link what we have learned in the classroom to the Church environment. We have weekly topic-based assemblies where students can join in with collective celebration and finish with a reflective thought.

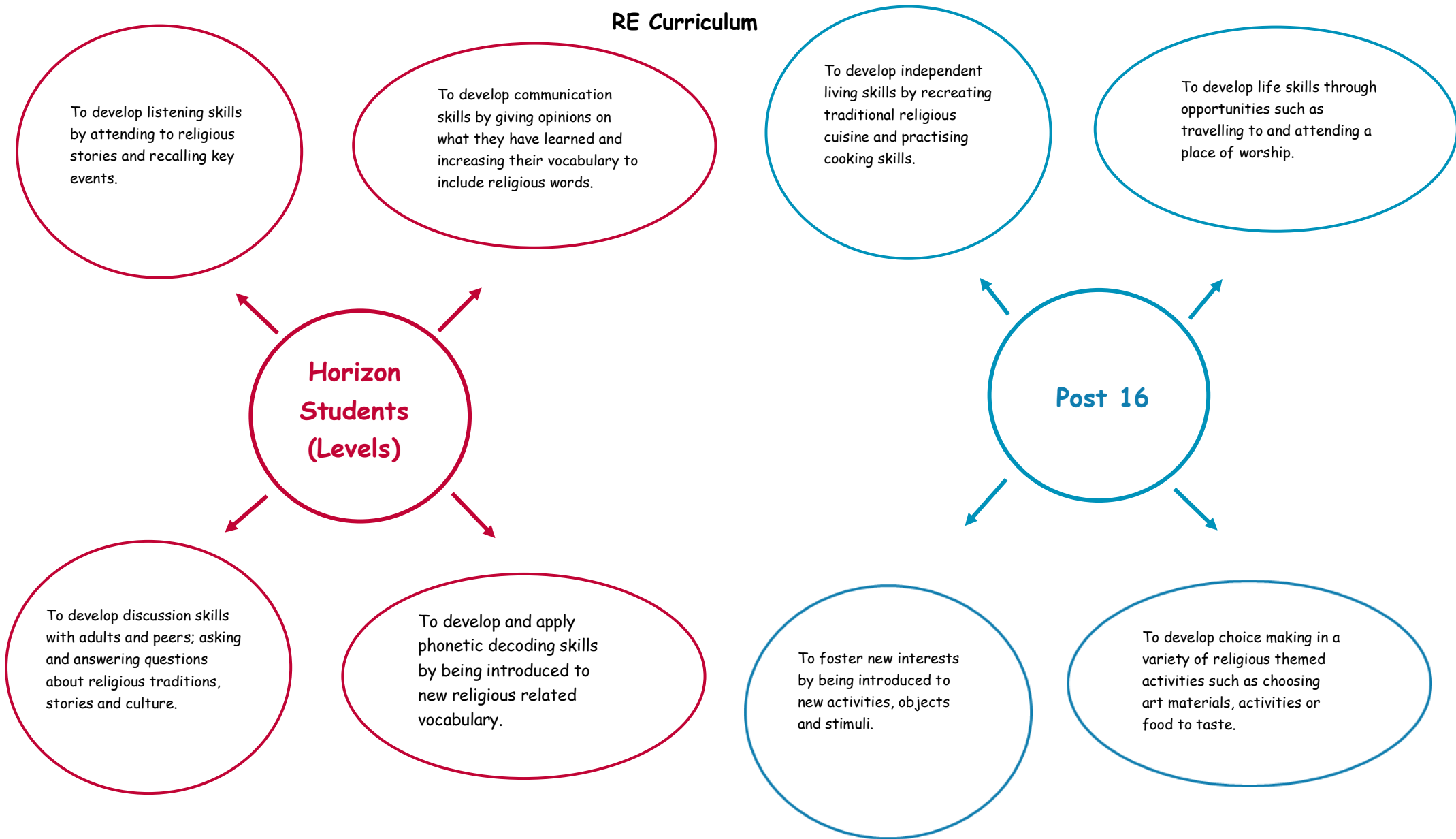
Impact - What can we achieve through this and what is the end result

The impact of our RE curriculum is that students are given opportunities to expand their knowledge of the world around them and make links to the local community. Students are motivated to express their wants, needs and opinions in a safe environment. Students are given opportunities to experience new activities, music, clothing and tastes which can support them to learn new preferences. Students increase their cultural capital by experiencing different cultures and traditions that they may not usually have access to. Students develop British Values during our RE days whether this is through tasting new foods, dancing to a piece of music, being engrossed in a multi-sensory story based on a religious event or attending Church for services at Easter, Harvest and Christmas.

RE Curriculum



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How RE Links to Other Areas



Topic

Topics introduced during RE days have included Chinese New Year, Christmas and Passover.



Theme Days



There are six RE theme days throughout the year.



English
Students practise reading and writing in religious based activities

Communication
Students practise commenting and requesting on religious based activities

Key Skills
Students develop key vocabulary and sequencing skills through requesting equipment required to complete religious based activities



Science
Students may experience processes such as heating and cooling during religious based cookery.



Maths
Students practise mathematical skills such as collecting and weighing ingredients to create traditional religious foods.



Physical Development
Students have the opportunity to participate in new physical activities such as learning a new dance or yoga