



RE STATEMENT OF INTENT

At Golden Hill we believe that Religious Education enables pupils to build their sense of identity and belonging. It promotes respect and open-mindedness towards others with different faiths and beliefs. Religious Education engages pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influences of principle religions. We encourage pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We provide opportunities to develop positive attitudes and values.

- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop and awareness of spiritual and moral issues in life experiences;

IMPLEMENTATION

Use of Lancs RE Syllabus for planning

Each term, one RE day, to deliver the RE curriculum

Challenge questions for pupils to apply their learning in an open manner.

Trips and visitors to enhance the learning experience.

Participating in whole school events (harvest festival, charity days)

Participating in moments of quiet reflection

Use of drama to feelings and ideas

Develop and understanding of religious traditions and to appreciate the cultural differences in Britain today

Reflect on sources of information and what they find value in, in their own and other's lives

Responding to images, games, stories, art, music and dance

Reflect on morality and how people respond to decisions they are faced with

SEND

Suggestions from the SEND Handbook 2024

Things to remember when supporting learners with additional needs in RE:

- Relationships are important in supporting learners as communicating effectively will help to reveal which strategies help to support them.
- Break ideas down into bite-size pieces which a learner can master before moving on to the next idea. The experience of being successful can develop confidence and help the learner to feel that they can master more complex ideas.
- RE allows for links to be made between different topics and the lives of learners - use these to bring abstract ideas into focus.
- A mini-whiteboard/sticky note is a basic piece of equipment which can help support many learners' needs. They can be used in different situations including writing to-do lists, noting down ideas from a discussion, giving additional instructions or sentence starters.

Religious Studies

Planning Inclusive Lessons

Religious Education (RE) is a subject that celebrates diversity within religious and non-religious worldviews. It encourages discussion about equality, human rights, justice and individuality. These inclusive ideas are affirming not only for the learner with additional needs, but also for the whole class.

Many learners with SEND have a 'spiky profile'. This means that their ability to express profound observations and share insights about life can differ from their attainment in other curriculum areas. A difficulty with literacy and numeracy does not necessarily mean the learner will struggle to engage with RE's themes. Planning should take this into account, with basic cloze literacy exercises or simple sequencing tasks avoided if they block the learner's access to a rich form of RE experienced by others in the class.

The use of arresting images, memes, videos and sound clips to begin a lesson can be a way of giving all learners an equal entry into the theme of the lesson and encourages all to share their perceptions. Some learners with SEND will have their own insider experience of belonging to a faith community or hold firm secular world views. Having knowledge to share raises the learner's self-esteem and offers opportunities to develop communication skills.

The use of visitors to the classroom, web conferences and visits to places of worship can help support the understanding of learners who may have fixed views about particular religions or beliefs. The more abstract aspects of religions and non-religious worldviews can be better understood by seeing what real people do in their everyday life.

For learners with more complex needs, RE can make full use of the sensory elements within religions and non-religious views. Special schools should teach the prescribed syllabus as far as is practicable. Teachers in special schools should select the elements of RE that will suit their learner's needs, working at a pace that is right for them, rather than delivering the full syllabus.

Religious Studies

Strategies to Scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Sentence starters and writing frames can give learners a structure for their writing.
- Personalised literacy mats on the classroom table can be used to highlight key RE words from each religious or non-religious worldview, along with punctuation reminders.
- Talking through a literacy-based task with a partner, who jots their thoughts down, can help support a learner who cannot immediately organise and write down ideas themselves.
- Ensure reading materials and worksheets are accessible to all learners - this may include having less content on the page in order to keep content clear and not cluttered.

How can I support learners who struggle to access lessons because of numeracy difficulties?

- Visual aids, such as pie charts and bar graphs, can illustrate the numbers of people who belong to a particular religious or non-religious community in the local area in a graphic way.
- Reference to relevant teachings such as the Five Pillars of Islam, Ten Commandments and the Noble Eightfold Path, can help learners connect practical rules with numbers.
- Active learning, such as folding an eight-spoked wheel to symbolise the Buddhist tradition, can link numeracy with key teachings.
- Classroom displays of timelines which depict key dates in the history of religions and non-religious worldviews can support learners who have difficulties understanding the chronology of events.

How can I support learners who struggle to retain vocabulary?

- The use of a knowledge organiser, tailor-made for the learner's needs, which includes keywords with accompanying images, can help embed specialist vocabulary.
- Prioritising a small number of the most important key words for each religious or non-religious worldview, can help learners to focus when they hear them in different contexts.
- Key word games and card sorting activities can help ground specialist vocabulary without the stress that some learners experience when undertaking written work.

How can I support learners who need additional time to develop conceptual understanding?

- Photographs and short video clips can be beneficial in religious education. They help learners visualise and understand practices and locations which may be outside of their own day-to-day experiences.
- Artefacts and other objects can be used to support learners where relevant. If possible, the ability for the learner to handle the object can bring the topic to life in a way that simply reading about it may not.
- Examples of ideas which are being studied can help learners to make comparisons with similar concepts they already understand. This can help them identify how new ideas may be similar and different, and reduce the chance that misconceptions will form.

How can I support learners who struggle with attention?

- A list of tasks for the learner to tick off as complete throughout the lesson can be useful to help provide a map of what needs to be achieved.

- Consider where the learner may be best seated in the room, e.g. are windows or a view into a corridor going to be a distraction for them? Think about other learners that may work well as learning partners.
- Some learners who struggle with attention can benefit from a movement break. Consider whether there are opportunities to assist the teacher with a task, and thereby help the learner to focus on the lesson.

How can I support learners who struggle with change and transition?

- Using tasks which learners are confident and familiar with can help with the transition between different units of work. The content may have changed but familiarity with what needs to be achieved can foster confidence.
- Resources presented in the same format each time can help learners know where to look for guidance when using these in lessons. For example, a word bank that is always in the top right corner of the page or the same symbols used to indicate types of task etc.
- For learners who find the transition from Key Stage 2 to 3 difficult, it can be beneficial to find out what specific topics they have studied previously. As new material is presented, the learners can be supported by making links to ideas with which they are more familiar and confident in using.

IMPACT

A celebration of learning through display and sharing of information each term which demonstrates the understanding of different religions and beliefs.

The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE