

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 fund 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

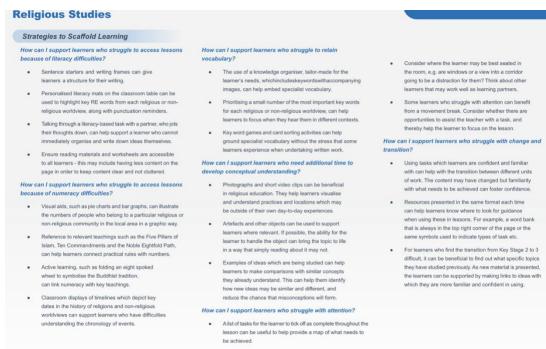
SEND

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 worth-lessons. It encourages discussion about equally, human rights, justice and individually. These inclusive ideas are affirming not only for the learners 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 the can differ from their attainment in other curriculum areas. A difficulty with lessons are supplied to the season of the same share insights about the can differ from their attainment in other curriculum areas. A difficulty with lessons and security of the season of the learner with struggle to engage with RE's themse. Planning should take this into account, with bate clase literary consisters or simple sequencing tasks avoided if they block the fearner's access to a rich form of RE experienced by others in the class. The use of arresting images, memses, videous and sound clips to begin a lesson can be a way of giving all learners an equal entry into the themen of the lessons and encourages at los have their perceptions. Some learners with SEND with have their own insider experience of belonging to a faith community or hold firm secular world wivers. Having showledge 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 overship 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 vortifivers can be better understood by seeing what real people do in their everyday like. For learners with more complex needs, RE can make full use of the sensory elements within religions and non-religious services, as the practicable. Teachers in special schools should select the elements of RE that will su



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