



RE Policy

Aims and Intent

Religious Education (RE) aims to help our students develop an understanding of themselves and others and how every individual is different. Planning is underpinned by British Values and Spiritual, Moral, Social and Cultural (SMSC) development as outlined in the school SMSC policy.

We aim to provide opportunities for students to:

- Develop an awareness of themselves and others
- Develop an understanding of the community, society and world in which they live
- Bring their own experiences and understanding of life into the classroom
- Develop positive attitudes and respect towards others by identifying that individuals are all different, therefore learning to respect different faiths, cultures, beliefs and religions
- Identify and develop personal values
- Develop strategies to make personal choices in a variety of situations

Implementation

In Key Stage 1, RE is used as a driver subject within a cross-curricular topic and supports a range of subjects across the academic year. In Key Stage 2 and 3, RE is taught as part of Humanities. It is taught for one term, either through an RE topic or through links to a History or Geography topic.

Additionally, it is delivered through enrichment opportunities, such as whole school celebrations of festivals and assemblies. The subject is planned and delivered in a manner which allows students with ASD to access the abstract concepts in a meaningful context and is differentiated to individual students to ensure their personal development and progress is maximised.

The RE curriculum, supported by a programme of assemblies, follows the agreed syllabus from Southwark with adaptations appropriate to our students. Due to the specific learning needs of students with ASD, the syllabus is adapted to ensure that content is meaningful, accessible and less abstract by linking to personal life experiences and relevant contexts which students are aware of.

Parents/carers who wish to discuss the curriculum, or make arrangements for their child not to take part in Spa RE lessons, are welcome to contact the Head of School or Deputy Headteacher.

Adaptations to the Southwark Agreed Syllabus (2018)

1. Language used will be differentiated to the understanding of individuals; abstract concepts, such as soul and spirit, are more difficult for students with ASD to interpret and understand.
2. Not all RE lessons will teach explicit facts about world faiths; lessons will support students to develop a sense of awe and wonder and develop an awareness of similarities and differences within their community, society and world.
3. RE topics will focus on an overarching theme, such as light, traditions or senses, linking to all 6 key religions, rather than one specific religion as a topic focus. This is to ensure that the intent, implementation and impact of RE is relevant for, and reflects the diversity of, all students and families within our school community.

Special Educational Needs: Southwark Agreed Syllabus (2018)

1. The potential of all students with ASD will be recognised and developed with careful consideration when planning differentiated activities.
2. Where applicable and appropriate, a student's interest may be used to promote motivation to develop an understanding of different faiths and religions.
3. Where themes are applicable, these will be as concrete as possible to ensure that students can apply their understanding to different religions, such as the use of light in different festivals and celebrations.
4. Sensory experiences, such as art, music and drama, will be used to explore religions where appropriate; these will be carefully planned and considered to ensure they are meaningful and relevant to students and differentiated to individual needs.
5. Life experiences will be used and explored where appropriate to provide meaningful and relevant contexts for students to develop their understanding of RE.

Monitoring

Students' progress in the subject is assessed as described in the Scheme of Work and is linked to the school policy for assessment, as well as personal development outlined in Personalised Learning Plans and Education Health Care Plans. Ongoing formative assessments allow the subject to be differentiated to ensure that lessons are meaningful, relevant and engaging.

The delivery of the RE curriculum and teaching and learning within the subject are monitored, reviewed and evaluated by the Subject Leader and members of the SMT.