

# Long Term Mapping

## RELIGIOUS EDUCATION, ENGAGEMENT | SENSORY (PMLD) CURRICULUM KS2-5

		Rolling 1 Year Cycle
		Adapted from Flo Longhorns R.E. For Very Special People. Lessons should stimulate student learning, by accessing elements of Religious Education, through multi-sensory experiences and approaches. It is suitable for learners working between S1-S7, it can also be used with learners working at S8 as a bridge to more formal learning and engagement.
Autumn	1	WORSHIP
	2	CELEBRATION
Spring	1	RITUAL
	2	FESTIVALS
Summer	1	SPIRITUALITY
	2	COMMUNITY



**Medium Term Planning**  
**RELIGIOUS EDUCATION, ENGAGEMENT | SENSORY (PMLD) CURRICULUM KS3-5**

<b>Aspiration for Life</b>	Developing early independence skills – choice making	<b>Language for Life</b>	Learning and developing ability to communicate preferences	<b>Learning for Life</b>	Development of early cognitive skills	
The principle aim of RE is to allow pupils to develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and world views in the local, national and wider global community.	<b>WORSHIP</b>	<b>CELEBRATION</b>	<b>RITUAL</b>	<b>FESTIVALS</b>	<b>SPIRITUALITY</b>	<b>COMMUNITY</b>
	<b>Autumn 1 - 7 weeks</b>	<b>Autumn 2 - 7 weeks</b>	<b>Spring 1 - 6 weeks</b>	<b>Spring 2 - 6 weeks</b>	<b>Summer 1 - 5 weeks</b>	<b>Summer 2 - 7 weeks</b>
	Call to worship Call to Prayer Worship Songs Spoken word Art	Christmas Diwali Hanukah Christingle	Prayer Purification Baptism Pilgrimage	Holi Passover Easter Advent Shabbat	Meditation Labyrinths Prayer Reflection	Story Telling Helping Others Dress Those we love
	<b>SUGGESTED SENSORY STIMULI</b>					
	<p style="text-align: center;"><b>Auditory</b></p> Bells – hand, Indian bracelet,   Chimes   Guitar   Vocal recordings	<p style="text-align: center;"><b>Taste/Olfactory</b></p> Amber   Potato Cakes   Donuts   Cinnamon   Ginger	<p style="text-align: center;"><b>Vestibular   Proprioception</b></p> Walking   Rocking   Kneeling   Laying   Religious dress   Massage   Hindu hand patterns   Bowing	<p style="text-align: center;"><b>Visual</b></p> Chalk paints   Paints   Candles   Colour patterns	<p style="text-align: center;"><b>Tactile</b></p> Finger labyrinths   Praying hands   Massage   Beads	<p style="text-align: center;"><b>Tactile</b></p> Stories   Figurines/Puppets   Costume
	<p style="text-align: center;"><b>Visual</b></p> Stain Glass   Candles   Islamic Tile   Calligraphy	<p style="text-align: center;"><b>Visual</b></p> Lights – flashing, blinking, calm   Candles – menorah, Christingle   Lanterns	<p style="text-align: center;"><b>Auditory</b></p> Amen chants   Rasta Talk   Sutra recitations   Prayers   Gregorian chants   Aboriginal music   Drums	<p style="text-align: center;"><b>Taste / Olfactory</b></p> Cinnamon   Citrus   Rosemary   Special foods   Incense   Oils   Bread   Grape Juice	<p style="text-align: center;"><b>Auditory</b></p> Sounds and language of nature   Negro spirituals   'The Messiah'	<p style="text-align: center;"><b>Proprioception</b></p> Hug   Handshakes   Signing   Hand clasps   Greetings   Blessings   May Pole Dancing
	<p style="text-align: center;"><b>Tactile</b></p> Statues   Carvings				<p style="text-align: center;"><b>Visual</b></p> Sights of nature – plants, water, lights   Reflection   Candles	
	<b>COMMUNICATION</b>					
	<p><b>Accept or reject a stimulus</b> – through affective communication</p> Select preferred stimulus – eye point, gesture, vocalise or activate switch, when presented with choice of two Request preferred stimulus – using eye-gaze or grid, vocalisation or physical selection					
	<b>(Implementation)</b>					
The nature of the Engagement Curriculum means that students are delivered the same lesson over a 6 or 7 week period, with only minor alterations in delivery or presentation of resources in response to student learning. It is expected that students will demonstrate learning through anticipation, consistent responses and by communicating choices. In order for this to be monitored and to allow students to develop these skills lessons the below format is used;						
<p><b>Week 1</b> Introduction   Assessment</p> <p><b>Week 2-3</b> Familiarisation</p> <p><b>Week 4-6</b> Consolidation and Extension</p> <p><b>Week 7:</b> Assessment</p>						