



Sunningdale School

Subject Overview: Religious Education

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Religious Education curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Religious Education builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Religious Education we aim to help pupils develop an understanding of themselves and others. 'Religion' is the experience and the expression of faith – learning about religion and learning from religion are important for all pupils, as RE promotes the spiritual, moral, social and cultural development of individuals, and of groups and communities and also helps to prepare them for the opportunities, responsibilities and experiences of later life.

The key skills and knowledge we want to develop in Religious Education, are:

- Creativity, imagination, enthusiasm, spiritually and enjoyment using a range of appropriate, multi-sensory activities.
- A sense of self-confidence and self-awareness.
- Confidence in exploring and experiencing their environment.
- To bring their own experiences and understanding of life into the classroom.
- An understanding the world they live in as individuals and as members of groups.
- Positive attitudes towards others, respecting their beliefs and experience.
- The encouragement of co-operation, tolerance, sharing and listening to others.
- To reflect on and consider their own values and those of others.
- To learn to deal with issues that form the basis for personal choices and behaviour.

Understanding/Developing Religious Education supports pupil's development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

Religious Education supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

This subject supports this by ensuring pupils learning from Religious Education begin with an awareness that each individual is personally valued and that others are special too. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They are given opportunities to express their ideas and feelings in a variety of ways and build on their own experiences and knowledge of the activities they engage with. They will experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it, whilst increasing their knowledge of religious beliefs, practices and experiences. They are enabled to express their feelings through developing and communicating their individual responses to these different experiences.

Our Curriculum Intent: Religious Education

The Religious Education curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge and understanding of different religions in their own community and the wider world. They will learn about similarities and differences and recognise the value of contact with people practicing different religions. For all pupils, their knowledge and understanding about different religions begins with developing an understanding of the meaning of stories, symbols, events and pictures as well as an awareness that some objects and people are special. At all stages, the curriculum links to previous content and concepts and identifies later links.

The Religious Education curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins within the Pre-Formal Pathway and the EYFS (through Understanding of the World) where the children will have access to very specific input based around staff knowledge of how best to engage them. A whole school RE coverage of Religious Themes and Festivals will be embedded into medium term plans and will be incorporated into classroom practice via a wide range of multi-sensory experiences and active learning opportunities - using sensory materials and resources through sight, touch, sound, taste or smell for example, music, food play, tactile artefacts and sensory stories. Staff may need to support the children to interact with their environment but aim to build on any pre-existing skills and respond appropriately to the children's individual reactions and responses to the various stimuli they engage with.

The Semi-Formal Explore Pathway will interact with the RE in a very similar 'multi-sensory' way to the Pre-Formal Pathways, through The World Around Me and Relationship Education - activities for these children are again very specific and are aimed at developing their individual levels of engagement in a 'low demand' approach, aimed at supporting initiation, independence and the tolerance of uncertainty.

As Religious Education becomes more developed it aims to build upon previous experiences – making links to previous content and concepts and aiming to extend the children’s knowledge and understanding in these areas further. This will begin with developing an understanding of the meaning of stories, symbols, events and pictures, as well as an awareness that some objects and people are special. This will be carried out in various ways within classroom continuous provision and the wider school environments. The key skills and knowledge we want to develop will include: –

- Helping pupils to understand and appreciate their world and its diversity.
- Exploring the special elements in Christianity and other religions represented in the UK, for example, music, food and artefacts
- Finding out how people express their religious beliefs, for example, singing and prayer.
- Giving pupils first-hand experiences e.g. visitors to school, visits to religious buildings, involvement in festivals etc.
- Offering pupils the opportunity to encounter religious ideas in a range of ways, for example, through pictures and sounds.
- Developing creativity, imagination, enthusiasm, spiritually and enjoyment using a range of appropriate, multi-sensory activities.
- Recognising and celebrating the similarities and differences in people and religions.
- Becoming familiar with a range of stories from Christianity and other religions and cultures.

For all Pathways a whole school RE coverage of Religious Themes and Festivals will be embedded into medium term plans and incorporated into classroom practice via a wide range of multi-sensory experiences. Learning opportunities within RE will be encouraged through the use of cross curricular themes within medium term panning.

Learning will be encouraged through a pupil centred approach, this will take place though the provision of a range of multi-sensory experiences – both with in the classroom and various interactive environments around school.

Topic boxes for each major Religion will be stored within the library and available for classes to access as and when needed. These boxes will contain a range of books, sensory materials, activity cards and various religious artefacts that can be used when exploring different religious themes with the children. The Library will also be used as a learning hub to celebrate different religious themes and Celebrations on a half termly basis.

Whole School shared assemblies will be used promote different religious themes, SMSC and British values and Parent/Carers will be encouraged to support their children’s learning through Family Assemblies and Stay and Play focused sessions.

Religious Education prepares pupils for future learning and transition to Key Stage 3 by: -

- Helping to develop a sense of self-confidence and self-awareness.
- Developing confidence to explore and experience the world around them.
- Helping to encourage an appreciation of the value of others and of being part of a group,
- Developing an appreciation of the world around them.
- Promoting positive attitudes towards others, respecting their beliefs and experiences.
- Encouraging co-operation, tolerance, sharing and listening to others.
- Encouraging reflection on and consideration of their own values and those of others.
- Learning to deal with issues that form the basis for personal choices and behaviour
- Developing an understanding of moral values.