

Curriculum Area

RE

Who this area of the curriculum is led by and how it is delivered.

Jinny Morgan Lewtas is responsible for the RE curriculum in Stanley School. The curriculum is carefully organised to ensure our children have opportunities to experience and learn from a wide range of topics. Topics are delivered in half-term blocks and are organised on a three year rolling programme. RE is delivered by class teachers in conjunction with PSHE on a weekly basis and may be delivered as a block over a number of weeks or alternate weeks with PSHE depending on content and/or relevance. RE is delivered across KS1 and KS2 and is covered in EYFS through 'Understanding the World'.

Approaches in delivery include multi-sensory and hands-on experiences enabling and encouraging engagement, curiosity, discovery and anticipation to provide our children with more meaningful RE.

Support is available through whole class, small group and 1:1 learning.

How this area of the Curriculum is designed

There is a framework to cover each RE topic at KS1 and KS2. Planning is based around the Wirral Agreed Syllabus recommendations but very much tailored to the needs of our children. Planning guides are in place for teachers to aid planning for their own classes. These guides include detailed, specific information, relevant to each topic, including teaching ideas with internet link references and contacts for outside agencies/groups etc. The guides also include links with other subjects, suggested vocabulary, key questions and suggested learning outcomes.

Our planning has now been extended to include reference to British Values and SMSC.

How we ensure breadth, balance and depth

Every teacher at Stanley School is in a highly privileged position to know their pupils well enough to be able to adapt the curriculum to enable pupils to succeed in learning.

As teachers, we automatically use differentiated learning strategies but experiential and sensory learning takes success to a different level.

RE is differentiated in every class by the class teacher. Teachers are able to tailor lessons and projects to the individual children's abilities to encourage and allow progress. RE makes many relevant links with a range of other subjects and these are encouraged to ensure deeper levels of understanding and engagement. In Key Stage 1 RE forms a very solid foundation in supporting the teaching of our 'semi-formal' curriculum by allowing projects to be closely linked to the topics.

Studies in Christianity and Christian values underpin schemes of work in Early Years and Key Stages 1 & 2 and are on-going. Other major world faiths are studied as follows:- Hinduism, Buddhism, Islam and Judaism. Following extensive discussion, Key Stage 1 classes have elected to deliver studies in major world faiths in a themed, semi-formal approach.

Pupils can benefit from meeting and listening to visitors to school. Visits to places of worship can also be a form of active learning as can making and tasting food, testing the feeling of silence and listening to sounds.

During RE lessons pupils are encouraged to experience and explore a range of world faith festivals and cultures. All teachers at school aim to set tasks which enable pupils to discuss and communicate understanding in a variety of ways.

Pupils are encouraged to: express views openly and honestly; listen to and evaluate opinions; develop their own personal values and learn to appreciate the beliefs, values and practices of others;

value imagination, inspiration and contemplation; experience a sense of awe and wonder; increase their knowledge, understanding of intentions, attitude and behaviour in relation what is right and wrong; extend their understanding of the religious aspects of their culture and those of others and develop a context and vocabulary for spiritual, moral, social and cultural understanding.

The Key skills and knowledge which will be gained through this area of the curriculum.

Religious Education is an essential component of a broad and balanced education. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. RE is an essential part of the curriculum which allows children to be innovative and creative with their ideas.

Where this area of the curriculum fits in within our schools aims and culture

For children with additional needs, RE is and should remain an experience to be enjoyed with the learning possibilities endless. It should leave an imprint in our pupils' memories to be drawn out later in life with fondness.

By making simple adjustments to the environment, the activity, the learning experience and our own expectations in accordance with pupils' sensory needs, we put ourselves in a position to be able to monitor pupils' responses and successes through their awareness, curiosity, anticipation, enjoyment, connection, self-esteem and fulfilment.

Working closely alongside British Values and Social, Moral, Spiritual and Cultural Education, RE offers pupils an insight into the values and expectations of our world today. RE closely reflects Stanley School's ethos:

"Stanley School aims to educate pupils in a specialist environment, using proven methods from both mainstream and special sectors, to allow them to take their place as respected members of their community and fulfil their potential".

Stanley School currently holds a Gold standard quality mark from REQM