



Religious Education Overview and Sequencing

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.

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.
- 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.

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.

Religious Education supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; 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.

Pupils 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. Plans are tailored to the needs of each individual and class, adapting the learning areas and opportunities to the interests, needs and level of learning of all in the class. This consists of basic mapping of concepts, resources, activities and content link to the termly curriculum topic. This is actioned at a pupil level through the use of highly personalised planning, using 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).

At the earliest stages, the sequence of learning begins within the Informal Pathway and the EYFS 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 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 Pathway learners will interact with RE in a very similar 'multisensory' way 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.

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

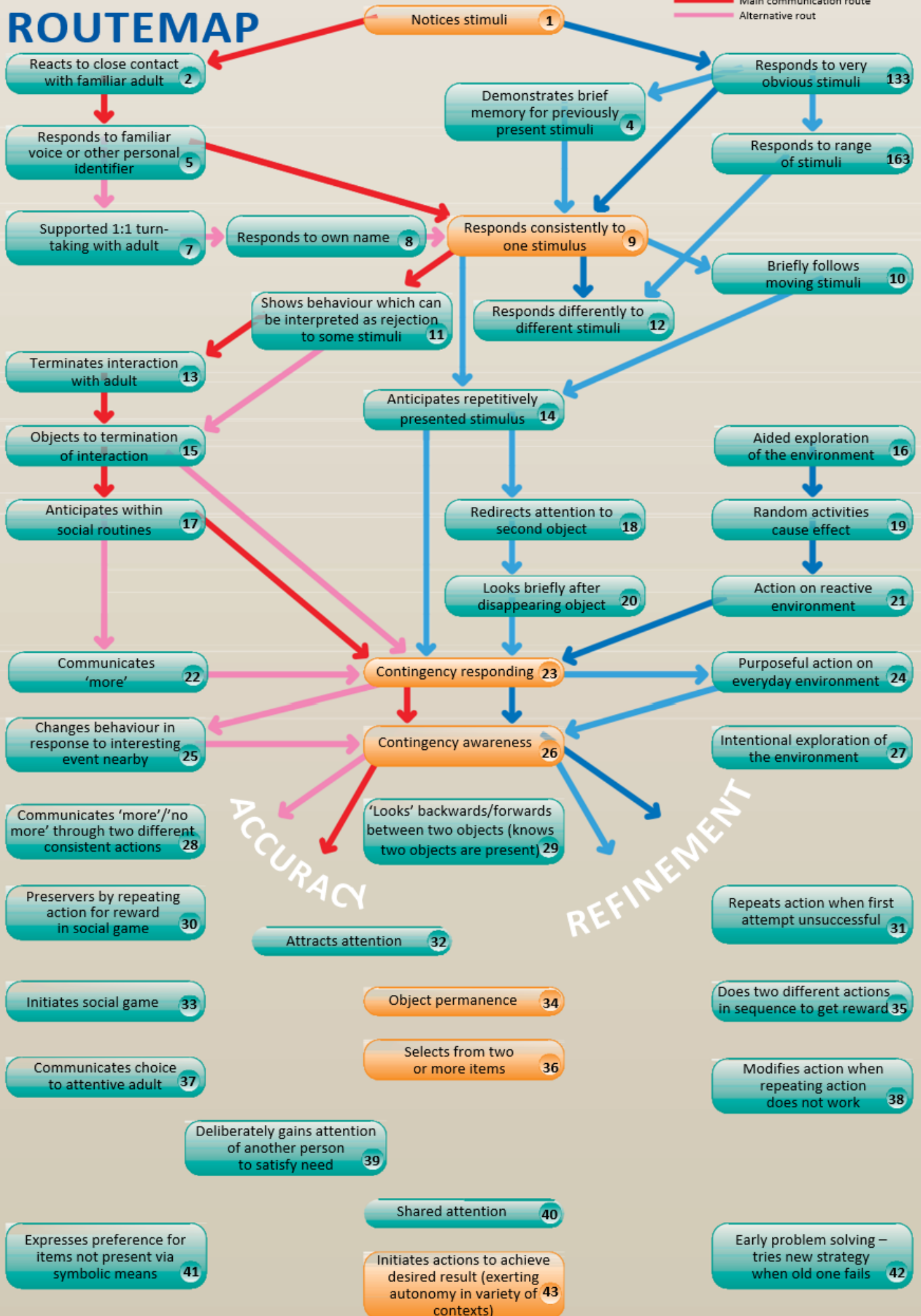
- Helping to develop a sense of self-confidence and self-awareness.
- Developing confidence to explore and experience the world around them.
- Helping to encourage an appreciation of the value of others and of being part of a group
- Developing an appreciation of the world around them.
- Promoting positive 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.

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP

— Main cognitive route
— Alternative routes
— Main communication route
— Alternative route



-RE

--*Band 1*

- [] I use single elements of communication e.g. words, gestures, signs or symbols, to express my feelings
- [] I show I understand "yes" and "no"
- [] I am beginning to respond to the feelings of others e.g. matching my emotions and laughing when another pupil is laughing
- [] I join in with activities by initiating ritual actions or sounds
- [] I can demonstrate an appreciation of stillness and quietness

--*Band 2*

- [] I respond appropriately to simple questions about familiar religious events or experiences, and communicate simple meanings
- [] I can respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food, or tactile objects
- [] I take part in activities involving two or three other learners
- [] I engage in moments of individual reflection

--*Band 3*

- [] I express and communicate my feelings in different ways
- [] I respond to others in group situations and co-operate when working in small groups
- [] I listen to, and am beginning to respond to, familiar religious stories, poems and music
- [] I make my own contribution to celebrations and festivals
- [] I carry out ritualised action in familiar circumstances
- [] I show concern and sympathy for others in distress for example, through gestures, facial expressions or by offering comfort
- [] I am starting to be aware of my own influence on events and other people

--*Band 4*

- [] I listen to and follow religious stories
- [] I communicate my ideas about religion, life events and experiences in simple phrases
- [] I can evaluate my own work in simple ways
- [] I can evaluate my own behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences
- [] I can find out about aspects of religion through stories, music or drama, answering questions and communicating my responses

- [] I can communicate my feelings about what is special to me
- [] I am beginning to understand that other people have needs and to respect those
- [] I make purposeful relationships with others in group activity

--*Band 5*

- [] I listen attentively to religious stories or to people talking about religion
- [] I am beginning to understand that religious and other stories can carry moral and religious meaning
- [] I am showing increasing ability to communicate ideas, feelings or responses to experiences
- [] I am showing increasing ability to retell religious stories
- [] I can communicate simple facts about religion and important people in religions
- [] I am beginning to realise the significance of religious artefacts, symbols and places
- [] I can suggest what makes me happy, sad, excited or lonely
- [] I can demonstrate a basic understanding of what is right and wrong in familiar situations
- [] I am often sensitive to the need and feelings of other and show respect for myself and others
- [] I can treat living things and my environment with care and attention

-People and Communities

--*Band 2*

- [] I know and use the names of my peers
- [] I show an interest in books about myself (e.g. showing things I like to do) and my family
- [] I celebrate cultural, religious and community events and experiences
- [] I enjoy pictures/stories about other people

--*Band 3*

- [] I demonstrate a sense of my own immediate family and relations
- [] I can imitate everyday actions and events from my own family and cultural background in pretend play
- [] I am beginning to have preferred friends
- [] I am learning that I have similarities and differences that connect me to/distinguish me from others

--*Band 4*

- [] I show an interest in the lives of people who are familiar to me e.g. adults in team
- [] I remember and talk about significant events in my own experience
- [] I recognise and describe special times/events for family/friends
- [] I show an interest in different occupations and ways of life
- [] I know some of the things that make me unique
- [] I can talk about some of the similarities/differences in relation to my friends/family e.g. "name" is smaller than me

--*Band 5*

- [] I am beginning to talk about past and present events in my own life and the lives of family members
- [] I am beginning to understand that other children don't always enjoy the same things as I do, and am sensitive to this
- [] I am beginning to know about similarities and differences between myself and others
- [] I am beginning to know about similarities and differences among families, communities and traditions