



Lake Haven - Our World: RE Curriculum A special place to learn

Intent

At Lake Haven we have adopted and adapted the Leicestershire's Religious Literacy For All programme of study. We feel that although all of our learners have SEND, they deserve and are entitled to the same rich and diverse curriculum as *any* pupil in any school. Our RE curriculum contributes dynamically to our children's development by provoking challenging questions about meaning and purpose in life, beliefs about faiths and issues of right and wrong. As part of Our World, our RE Curriculum seeks to explore what people believe and what difference this makes to how they live; so that our children can gain the knowledge and understanding needed to live harmoniously in a multicultural and multi-faith society, and reflect on their own ideas and way of life supporting fully the British Values.

RE in Special Schools and at Lake Haven

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND).

RE is a statutory part of the core curriculum for *all* pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

For pupils with complex learning difficulties and disabilities (CLDD)

- Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality.
- Calm and peaceful space in RE can enable learners to enjoy their RE time individually.
- RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses

For pupils with severe learning difficulties (SLD)

- Multi-sensory approaches bring the possibility of introducing spiritual experiences.
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual.
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

For pupils with moderate learning difficulties (MLD)

- RE can provide insight into the world of religion and human experience, especially when tough questions are opened up.
- RE can provide opportunities for pupils to participate in spiritual or reflective activity.
- RE can enable pupils to make links with their own lives.

For pupils with emotional and behavioural difficulties (EBD)

- RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.

- RE can assist in the development of pupils' maturity and self-awareness.

Planning for RE in special schools

The law says that the agreed syllabus is to be taught to pupils with SEND 'as far as it is practicable'. Given the complex and individual needs of pupils in special schools, it is important that teachers avoid a 'deficit model' of planning, where the syllabus is watered down, adapting a few units of work, or teaching units for 4–6 year olds to 7–11s or 11–14s. Instead, we should draw on the key ideas of 'discovering, exploring, connecting and responding' from this agreed syllabus. Special school RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond. We will deliver an RE unit throughout the Autumn Term as part of our 'Our World' subject. However, to cover all of the curriculum, we will deliver units throughout the year via our Assembly times in Key Stages divided into LKS2, UKS2 and KS3. This will allow the discussions to be age related and allow for progression of skills and knowledge. We will still continue to monitor this with assessment for learning through discussions and ensuring all endpoints are assessed against.

The 'Five Keys' planning model

This syllabus recommends a model devised by Anne Krisman, teacher at Little Heath School, London Borough of Redbridge. She advocates five keys for planning in RE for SEND. As we teach these units, we will adapt for our learners and then add to the framework as we develop this curriculum.

1. Connection – what links can we make with our pupils' lives?

Creating a bridge between pupils' experiences and the religious theme.

2. Knowledge – What is the burning core of the faith?

Selecting what really matters in a religious theme, cutting out peripheral information.

3. Senses – What sensory elements are in the religion?

Looking for a range of authentic sensory experiences that link with the theme.

4. Symbols – What are the symbols that are most accessible?

Choosing symbols that will encapsulate the theme.

5. Values – What are the values in the religion that speak to us?

Making links between the values of the religious theme and the children's lives.

This simple but profound approach enables teachers to use this agreed syllabus as a source of information for religious themes and concepts, but then to plan RE so that pupils can explore and respond, promoting their personal development by making connections with core religious concepts and their own experiences.

Implementation

At Lake Haven we adopted this syllabus to create a vast range of learning that meets the needs of our children adapted for the individual. Our RE Curriculum is carefully sequenced and interconnected, and enables our children to develop their knowledge and understanding of religions and beliefs as they move through and beyond our school. Children learn about different religions and beliefs (in local, national and global contexts) in order to discover, explore and consider different ways of life; and learn to weigh up the value of wisdom from different sources, to develop and express personal responses, and to agree or disagree respectfully. Our curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our teaching team at the end of each cycle. For the units that we can not cover in term time due to our other subjects, we have allocated this learning to take place within a cohort assembly time. This will allow the children time for a discussion and skills and knowledge to be gained.

We feel that our children will develop an understanding of the principal religions represented in the UK during their time at Lake Haven. As children from families where non-religious worldviews are held are represented in all of our classes, these views will also be the focus for study in thematic units. We follow the syllabus's 'big question approach', in which questions open up the content to be studied. These are followed by detailed unit outlines for each question, designed to support teachers in delivering high quality lessons which enable coherence and progression.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to Lake Haven – indeed, the majority of our children have not been able to access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age whilst we support them to re-engage with education and enjoy high levels of interest and success, which help them to rebuild their self-esteem and start to value

their own social and academic achievements.

Actively promoting values, including British Values

We want learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.

Promoting social and ethnic harmony and awareness of British values is a moral imperative for Leicestershire schools and RE has a significant contribution to make to this. Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Pupils will explore British values in relation to religions and beliefs.

Religion has a major position in public life so it is crucial that young people are educated to understand and to engage critically with religions and beliefs, and their representation in the media.

Breadth and balance are essential in RE, as in the whole curriculum. There are greater possibilities in this syllabus and its accompanying materials for creative cross-curricular development, as well as for high standards within RE when taught as a discrete subject. Schools can, within the statutory requirements of this syllabus, construct a curriculum that is appropriate to the needs, ages and ability of their learners.

We aim to bring academic rigour into the study of religion and beliefs. They are complex and controversial, they demand multi-disciplinary study and they require understanding of difficult language and concepts. Such learning is rewarding at all levels. But this is not just a dispassionate approach to study. Both teachers and learners can develop personally through learning about and from religion and beliefs, challenging preconceptions, asking for justification of opinions, re- assessing their own stance on issues and recognising that the world is vast, fascinating and a source of deep enrichment for us all.

Impact

Through our bespoke approach and quality first teaching, we will see the impact of this subject in different ways.

Our children will be engaged in lessons or assembly time about religion and will want to find out more. They will be able to talk about and demonstrate the knowledge, understanding and vocabulary that they have acquired; and will show increasing levels of critical analysis when exploring, discussing and giving opinions.

Evidence collected will show that a range of topics are being covered, and that our carefully sequenced and inter-connected approach to learning is enabling our children to develop a meaningful sense of the beliefs, traditions and people studied.

Ultimately, our children will develop their ability to engage in respectful dialogue so that they can participate positively in our society, with its diverse beliefs and traditions. Our children will learn to articulate their personal beliefs clearly and coherently, while respecting the right of others to differ.

Cultural Capital

It is incredibly important for our children to see RE as a subject that has a meaning and a purpose in their lives. We need to show them how Britain is a place of diversity with a range of faiths and cultures that make for an exciting environment. Being autistic usually makes our children's world quite blinkered, we therefore have a duty to ensure that they are exposed to and have knowledge of, the different faiths and cultures that make up modern Britain. For our learning to have a purpose and make sense to our children, we will conduct trips to various places of worship, ask visitors from different faiths and cultures to speak, bringing our learning to life. Where Lake Haven is situated, we are fortunate to enjoy a wealth of cultures especially in Leicester, Coventry and Birmingham. We will utilise this position within our learning to ensure that our schemes of work are brought to life.

All of our learners, regardless of their backgrounds or home situations, will receive an equal opportunity within this subject to any of their mainstream peers and develop a knowledge and skills based in RE that should they wish to progress in the future to GCSEs or beyond, they will be able to do so. There are plans for us to conduct residential trips with the children when we are more established.

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Key Stage Equivalent	Term 1	Term 2	Term 3
Lower KS2 Year A	<p>What do different people believe about God?</p> <p>Why is the Bible important for Christians?</p> <p>Why is Jesus inspiring to some people?</p> <p>Why do people pray?</p>	<p>Sustainability</p> <p>(approximately 12 sessions)</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>(approximately 12 sessions)</p>
Lower KS2 Year B	<p>Why are festivals important to religious communities?</p> <p>Why do some people think that like is a journey?</p> <p>What does it mean to be a Hindu in Modern Britain today?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	<p>Planning a journey</p> <p>Map reading skills</p> <p>Local Area Study</p> <p>(approximately 12 sessions)</p>	<p>Romans and other invaders of Britain</p> <p>(approximately 12 sessions)</p>
Upper KS2 Year A	<p>Why do some people believe God exists?</p> <p>What would Jesus do?</p> <p>What do religions say to us when life gets hard?</p> <p>If God is everywhere, why go to a place of worship?</p>	<p>Earthquakes and Volcanoes</p> <p>(approximately 12 sessions)</p>	<p>Tudors</p> <p>(approximately 12 sessions)</p>
Upper KS2 Year B	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Rainforests and Deserts</p>	<p>Victorians</p> <p>(approximately 12 sessions)</p>

	<p>What does it mean to be a Muslim in Britain today?</p> <p>What matters most to Christians and Humanists?</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p>	<p>Oceans and Seas (approximately 12 sessions)</p>	
<p>KS3 Year A</p>	<p>Do we need to prove God's existence?</p> <p>Does living biblically mean obeying the whole Bible?</p> <p>What is so radical about Jesus?</p> <p>Is death the end? Does it matter?</p>	<p>Mountains and Rivers (approximately 12 sessions)</p>	<p>Ancient Egyptians and other early civilisations (approximately 12 sessions)</p>
<p>KS3 Year B</p>	<p>Why is there suffering? Are there any good solutions?</p> <p>Should religious buildings be sold to feed the starving?</p> <p>How can people express the spiritual through music and art?</p> <p>What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?</p>	<p>Geography of food and Fair Trade (approximately 12 sessions)</p>	<p>WW1 and WW2 (approximately 12 sessions)</p>

KS3 Year C

Should happiness be the purpose of life?

Does religion help people to be good?

What difference does it make to believe in...?

Is religion a power for peace or a cause of conflict in the world today?

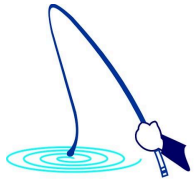
Climate Change and the UN Sustainability Goals

British Monarchy and the church

Assembly Themes

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