

## RE at Fox Wood



**Fox Wood School**

*Together we shine*



## FUNctional Skills

**How can RE support our pupils to be more independent in day to day activities?**

**Aspect**—Belonging

**Application**— Through this topic, pupils will be introduced to a range of religions, races or cultures and people who identify with and belong to them. They will explore materials, artefacts, religious books, buildings, electronic media, images, ingredients and recipes and visit different places in the local community and further. Pupils will consider their own belonging, starting with their home, friends, interests and our Fox Wood family.

**Aspect**—Helping others (Awareness Days/ Charity days)

**Application**— Through this topic, pupils will learn about stories and teachings from different religions about how to treat others. They will consider how other people's lives are different from theirs, their responsibilities and how they can help others.



# RE



## Fox Wood School



## RE at Fox Wood

The intent of the RE curriculum at Fox Wood School is to:

- Develop pupil's knowledge, understanding and awareness of principle world religions and their traditions, beliefs, practices, forms of expression, teachings, cultures and communities.
- Enable students to express feelings and thoughts and make choices and decisions.
- Offer opportunities for personal reflection and spiritual development.
- Encourage pupils to develop a sense of belonging and identity
- Enable pupils to flourish within their local and wider communities as well as individual citizens
- Prepare students to show respect, kindness and tolerance towards others, including animals and wildlife.



We focus our RE teachings on six major world religions: - Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. RE is taught through cross-curricular teaching, as well as through discrete topics or a focus on a specific religion, as part of Humanities. Collective worship activities include assemblies and daily class activities focusing on Social, Moral, Spiritual and Cultural teaching (SMSC) and British Values. At Fox Wood school, we run a half-termly Faith day, where we focus on a range of celebrations, festivals and themes across our taught religions. These days are delivered in a cross-curricular manner, and include Art, Music, sensory cookery, drama, reading, maths and science activities, and ensure that pupils are experiencing the 75 minutes per week of statutory RE teaching time, over the span of a half term. Teachers are encouraged to integrate RE teaching into all areas of learning by including cross-curricular opportunities in their medium and short term planning. We offer a broad and balanced curriculum with equal exposure to all religions and topics to ensure a rounded RE experience for all pupils. This supports us in mapping out the revisitation of topics to ensure that we maximise long term memory retention for our pupils.

Our sequence of learning is supported by the EQUALS scheme of work for RE. EQUALS is an evidence based scheme which is mapped against the 2014 revised National Curriculum and has been designed specifically for pupils working below age related expectations, (including pupils with profound and multiple learning difficulties, severe learning difficulties and moderate learning difficulties) and enables them to fully engage with a meaningful RE curriculum. The scheme breaks down learning into appropriate sequences for pupils working across all three of our curriculum tiers (pre-formal, semi-formal and formal). Teachers will use the sequence of learning alongside the pupils progression data to plan an appropriate, and individualized, learning experience which progresses in appropriate steps for the pupil. By using the EQUALS scheme alongside the Local Authority approved Lancashire Agreed Syllabus for RE, and our own assessment and progression data, we know that we are providing an appropriately pitched and paced evidence based learning sequence.

**The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.**

## Implementation

The implementation of the RE curriculum is largely individual and will be dictated by which curriculum tier the pupil is working within. Within the pre-formal curriculum, pupils will experience RE through a wide variety of specialised sensory experiences. Pupils working within the semi-formal tier will experience a combination of sensory experiences and practical exploration with an emphasis on exploring their own belonging and beliefs, and pupils working at a formal level will start to consider more arbitrary concepts and think about their own experiences; compare and contrast, articulate what is right and wrong and consider their responsibilities in the wider world. At all 3 tiers of the curriculum, the learning is individualized and sequenced at appropriate steps for each learner.

## Impact—recent data review

The most recent data review indicates that most class groups make good progress in RE over the term—pupils largely make expected/ predicted progress over the term, (and some pupils exceed this) and certainly over the year, when all topics and targets have been covered and revisited. The curriculum has been designed so that some themes will naturally lend themselves to RE, such as "China", "Around the world" and "Celebrations." Due to this, there is sometimes more attainment in one time period or area than others—this is addressed through the long term plan for that class (which ensure equal weighting throughout the year). There are still some areas for improvement and it has been identified that further resources, experiences and training will enhance progress made by pupils.

