



Long Whatton C of E Religious Education Curriculum and SEND

“RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as a citizen in a diverse society and global community.”

National Curriculum, QCA, 2009

At Long Whatton we believe Religious Education opens the door for all pupils to understanding and appreciating the richness of our diverse world, world religions and their own spirituality.

- We believe that all pupils have the right to explore, understand and celebrate the rich diversity and cultures of our world, whilst learning the skills required to make connections and seek to promote a sense of togetherness which values the beliefs of all people.
- We believe there are two main strands to Religious Education, learning about religion and learning from religion. All pupils should be given the opportunities to express their own ideas and feelings in a variety of ways.
- To ensure that learning within RE is accessible for all we use a multi-sensory approach, with the implementation and purposeful use of visual, tactile, auditory and kinaesthetic approaches. These can include, but are not limited to: drama, role-play, visits to places of worship, or sharing special meals.
- We provide alternatives to written recording such as drawing, scribing, word processing, mind maps, digital images, video and voice recording to allow participation and contributions from all pupils and avoid cognitive overload.
- We give our pupils a voice and value their opinions through the use of pupil surveys to ascertain the level of support they require.
- We provide support through planned scaffolding to allow pupils to increasingly work independently.
- We recognise that the language of RE may be challenging for some pupils, so we plan to teach new vocabulary explicitly to ensure teaching is clear, unambiguous and accessible to all.
- We ensure lesson objectives are made clear in pictures/symbols and writing as appropriate and that objectives are challenging yet achievable to promote self-esteem and enable all pupils to achieve success.