



Lakeside
School
Learning for life

Religious Education Policy

May 2021

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RELIGIOUS EDUCATION POLICY

OVERVIEW

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. The Hertfordshire Agreed Syllabus of Religious Education has been used as the basis of our planning and delivery of RE

In special schools the legal requirement to provide Religious Education is varied by section 71(7) of the School Standards and Framework Act 1998:

“special schools should provide RE ‘so far as is practicable’, with all children taking part unless withdrawn by their parents.”

It is also good practice for special schools to:

- take into account the needs of their pupils when planning the RE curriculum;
- adapt the RE curriculum to suit the needs of their pupils by, for example: choosing content from the age group below the actual age of the learners;
- selecting aspects that connect with the lives and experiences of learners with special needs, appropriate to their abilities and understanding;
- ensuring sensory learning strategies are implemented rather than discussion or written tasks.

Please also see policy for collective worship

THE SCHOOL CONTEXT

We recognise that in teaching RE we have to consider the background that our children come from and the faith background of both the staff and the child’s family is respected at all times.

Parents have a right to withdraw their children from religious education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE the school will comply. Any parent who wishes this may consult the headteacher. Teachers may also withdraw from the teaching of RE.

VALUES AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE at our school aims to enable pupils to undertake the following *at their own level of understanding*.

1. develop knowledge and understanding of the principal world faiths practised in Great Britain - Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism
2. develop an understanding of the beliefs, values and traditions on individuals, communities, including the local community;
3. develop the ability to make judgements about religious and moral issues as they affect their own lives.
4. recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

OBJECTIVES

Learning

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

AT1 Learning about Religion

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- respond to religious and moral issues in an informed and considered manner;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the question of meaning within religion.

By its very nature the study of Religious Education is abstract. It involves questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

In a school for pupils with SLD and PMLD this raises very real questions of relevance. The majority of our pupils cannot work with abstract concepts.

Pupils with autism have inherent problems with empathy with the thoughts and feelings of others. They do not have the capacity for reflecting on higher level concepts.

Therefore work in this school will relate far more to AT1, learning about religion as in this way our pupils can learn more about the world around them, and develop an acceptance of diversity.

TEACHING

Teaching the programmes of study should contribute, at their own level, to pupils' knowledge and understanding in six key areas:

- **Beliefs and teachings** - e.g. stories, religious leaders, books, God/gods, truth, life after death;
- **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions:
- **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness;
- **Human identity, personality and experience** - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey;
- **Values and commitments** - e.g. values, ethics, principles, rules, morality.

RE teaching specifically draws on the following:

1. Responses to the natural world, sacred buildings, acts of faith and worship. Faith music and art
2. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
3. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
4. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge

5. Families; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE takes place within an exploratory approach and is based upon the abilities and aptitudes of the pupils. Very little teaching can be explicit, it is more often implicit in the learning planned and offers a context to learn about universal values and attitudes of mutual respect, compassion, kindness, honesty and generosity.

ASSESSMENT, RECORDING AND REPORTING

Pupils' progress in RE is assessed within the Lakeside Steps under SMSC - see appendix 2.

TIME ALLOCATION

While there are recommendations for time allocation for pupils in mainstream schools, separate legislative provision on RE is made for maintained special schools. Regulations require them to ensure that, as far as practicable, a pupil receives RE.

Time allocation includes visits and RE curriculum days but not school productions related to festivals or collective worship time.

PLANNING

The Hertfordshire Primary Scheme of Work for RE is used as a guide to RE provision. However, in line with our understanding our pupils' learning needs, RE is not taught as a discrete subject. In EYFS it is covered under Knowledge and Understanding of the World. In Middle School it is taught - as are all subjects through an holistic approach. In Extended Learning it is covered through a range of accredited modules such as British Values and Respect in the Community.

Short term planning of individual lessons is a matter for the class teacher.

The RE co-ordinator plans and leads regular RE focus days as whole school activities. These might be for celebration of one of the festivals for a major faith such as the Jewish Sukkot.

CROSS CURRICULAR ISSUES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions and RE will be taught through cross curricular opportunities.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through

many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

LEADERSHIP AND MANAGEMENT

The RE subject leader manages this area of the curriculum

Appendices

APPENDIX 1

SMSC ASSESSMENT

P1(i)

1. [Notice auditory stimuli e.g. startle to loud music](#)
2. [Notice visual stimuli e.g. response to lights](#)
3. [Notices tactile stimuli e.g. responding to touch](#)
4. [Notice olfactory stimuli e.g. responding to smell](#)
5. [Notices vestibular e.g. movement such as rocking](#)
6. [Obvious reaction to close contact with familiar adult](#)
7. [Responds to obvious stimuli \(3\)](#)
8. [Distress reduced by physical contact](#)
9. [Distress calmed by calming voice](#)
10. [Reduces activity in response to touch or voice](#)
11. [Demonstrates a range of unintentional vocalisation when content](#)
12. [Demonstrates a range of unintentional vocalisation when distressed](#)
13. [Demonstrates a range of unintentional vocalisation when hungry](#)
14. [Demonstrates a range of unintentional vocalisation when in pain](#)
15. [Demonstrates a range of unintentional vocalisation when tired](#)
16. [Demonstrates a range of unintentional movements when content](#)
17. [Demonstrates a range of unintentional movements when distressed](#)
18. [Demonstrates a range of unintentional movements when hungry](#)
19. [Demonstrates a range of unintentional movements when in pain](#)
20. [Demonstrates a range of unintentional movements when tired](#)

P1(ii)

1. [Demonstrates brief memory for previously presented stimuli \(4\)](#)

2. [Fleeting/inconsistent responses to familiar voice/personal identifier \(related to 5\)](#)
3. [More consistent reaction to a close adult \(related to 2\)](#)
4. [Intermittent awareness of stimulus in different positions \(new\)](#)
5. [Fleeting response to 3 different tactile stimuli \(related to 6\)](#)
6. [Fleeting response to 3 different visual stimuli \(related to 6\)](#)
7. [Fleeting response to 3 different olfactory stimuli \(related to 6\)](#)
8. [Fleeting response to 3 different vestibular stimuli \(related to 6\)](#)
9. [Fleeting response to 3 different auditory stimuli \(related to 6\)](#)
10. [Inconsistent response when talked to.](#)
11. [Notices new, unfamiliar faces](#)
12. [Engage in mutual gaze with an adult in a variety of settings.](#)
13. [Show an awareness of object placed in hand/on body](#)
14. [Quietens at familiar voice or sound](#)
15. [Plays at making different vocal sounds alone or with others 'SPLIT'](#)
16. [Smile in response to adult smiling](#)
17. [Brings attention back to adult with an auditory prompt](#)
18. [Bring attention back to activity/object with a physical prompt](#)
19. [Brings attention back to activity/object with an auditory prompt](#)
20. [Bring attention back to adult with a physical prompt](#)

P2(i)

1. [Responds to a range of stimuli \(6\) people, objects and events](#)

2. [Responds to own name by a familiar person \(8\)](#)
3. [Responds consistently to one stimulus \(9\)](#)
4. [Supported 1:1 turn taking](#)
5. [Terminates an interaction with adult, without full intention e.g. low levels of concentration or distracted easily \(13\)](#)
6. [Aided exploration of the environment \(16\)](#)
7. [Briefly follow objects in vertical plane](#)
8. [Briefly follow objects in horizontal plane](#)
9. [Consistent response to a personal identifier](#)
10. [Follows familiar adults across the room](#)
11. [Responds to own name by unfamiliar person](#)
12. [Anticipates a consistently repeatedly presented stimuli \(14\)](#)
13. [Shows pleasure at physical interactions e.g. rocking, tickling](#)
14. [Consistently anticipates repetitively presented response](#)
15. [Terminate intention with intention](#)
16. [Sustain gaze/interest in object for a few seconds](#)
17. [Let go of one toy in response to being offered another](#)
18. [Tolerates adult in parallel play](#)
19. [To show some response to own reflection](#)
20. [To hold an offered object from an adult for a short period of time.](#)

P2(ii)

1. [Responds differently to different stimulus \(12\) e.g. ball or instrument](#)

2. [Anticipates within familiar social routines \(17\)](#)
3. [Redirection to second object \(18\)](#)
4. [Random activities cause effect \(19\)](#)
5. [Looks briefly after disappearing object \(20\)](#)
6. [Action on reactive environment \(21\)](#)
7. [Communicates more in inconsistent ways \(22\)](#)
8. [Contingency responding \(23\) e.g. lots of redundant activity](#)
9. [Contingency responding with objects e.g. mobiles](#)
10. [Behaviour interpreted as rejection \(11\)](#)
11. [Purposefully terminates interaction with adult](#)
12. [Make a choice between two objects presented visually in close proximity](#)
13. [Demonstrating consistent negative response to things they don't like \(new\)](#)
14. [Demonstrating consistent positive response to things they do like.](#)
15. [To return an object to an adult upon request with a physical and verbal prompt.](#)
16. [To attend to photos/pictures when used in daily routines \(registers/timetable\)](#)
17. [To anticipate what comes next in familiar song \(action or verbally\)](#)
18. [To engage with a peer who is in close proximity by reaching out or vocalising.](#)
19. [Repeating a behaviour which produces a response.](#)
20. [Uses eye contact to engage with another person in a 1:1.](#)

P3(i)

1. [Responds differently to different stimulus \(12\) e.g. ball or instrument](#)

2. [Anticipates within familiar social routines \(17\)](#)
3. [Redirection to second object \(18\)](#)
4. [Random activities cause effect \(19\)](#)
5. [Looks briefly after disappearing object \(20\)](#)
6. [Action on reactive environment \(21\)](#)
7. [Communicates more in inconsistent ways \(22\)](#)
8. [Contingency responding \(23\) e.g. lots of redundant activity](#)
9. [Contingency responding with objects e.g. mobiles](#)
10. [Behaviour interpreted as rejection \(11\)](#)
11. [Purposefully terminates interaction with adult](#)
12. [Make a choice between two objects presented visually in close proximity](#)
13. [Demonstrating consistent negative response to things they don't like \(new\)](#)
14. [Demonstrating consistent positive response to things they do like.](#)
15. [To return an object to an adult upon request with a physical and verbal prompt.](#)
16. [To attend to photos/pictures when used in daily routines \(registers/timetable\)](#)
17. [To anticipate what comes next in familiar song \(action or verbally\)](#)
18. [To engage with a peer who is in close proximity by reaching out or vocalising.](#)
19. [Repeating a behaviour which produces a response.](#)
20. [Uses eye contact to engage with another person in a 1:1.](#)

P3(ii)

1. [Develops own consistent way of requesting more of an activity \(new - related to 28\)](#)

2. [Communicate no more through a consistent actions \(new - related to 28\)](#)
3. [Contingency awareness \(26\)](#)
4. [Communicate choice to an attentive adult \(37\)](#)
5. [Deliberately gaining attention of another person to satisfy need \(39\)](#)
6. [Shared attention \(40\)](#)
7. [Expresses preference for items not present via symbolic means \(41\)](#)
8. [Early problem solving, tries a new strategy when old one fails \(42\)](#)
9. [Initiates actions to achieve desired results \(43\)](#)
10. [Initiates social game \(33\)](#)
11. [Does two different action in sequence to get a reward \(35\)](#)
12. [Selects from more than two items\(36\)](#)
13. [Modifies action when repeating action does not work \(38\)](#)
14. [Used preferred mode of communication to say 'hello'.](#)
15. [To understand how a book works e.g. turn pages, turn the book the correct way round.](#)
16. [Consistently greet known people in preferred mode of communication](#)
17. [Consistently select correct symbol to represent main character in a book](#)
18. [To demonstrate understanding of 5 timetable symbols.](#)
19. [To independently explore an object in more complex ways, for a sustained period of time.](#)
20. [Begins to show an interest in actions of other peers.](#)

P4

1. [RE - Express feelings using words, gestures, signs or symbols`](#)

2. [RE - Respond by copying or matching others' feelings](#)
3. [RE - Join in with different religious activities](#)
4. [RE - Listen to a range of religious stories](#)
5. [RE - Respond to a range of religious stories](#)
6. [PSHCE - Responds to praise and criticism](#)
7. [PSHCE - Plays independently for a short period of time](#)
8. [PSHCE - Asks for help with word or gesture](#)
9. [PSHCE - Passes object when asked](#)
10. [PSHCE - Imitates an adults action](#)
11. [PSHCE - Briefly listens to an adult](#)
12. [PSHCE - Responds when informed it is lunchtime](#)
13. [PSHCE - Attempts to wipe face and hands with a towel](#)
14. [PSHCE - Uses equipment as requested](#)
15. [PSHCE - Indicates need for toilet sometimes at the appropriate time](#)
16. [PSHCE - Moves in desired direction](#)
17. [PSHCE - Opens and closes draws](#)
18. [PSHCE - Able to press and pull \(buttons cord\)](#)
19. [PSHCE - Helps to hand out objects to a group](#)
20. [PSHCE - Sits in a small group with an adult for story time](#)

P5

1. [RE - Respond to a simple question about a religious event/experience`](#)

2. [RE - Take part in a group activity](#)
3. [RE - Shows curiosity in a range of religious activities](#)
4. [RE - Explores and responds to a range of religious activities](#)
5. [RE - Share enjoyment of special occasions.](#)
6. [PSHCE - Indicates preferences](#)
7. [PSHCE - Aware of where equipment is located](#)
8. [PSHCE - Search out specific pieces of equipment](#)
9. [PSHCE - Work along side another pupil without adult support](#)
10. [PSHCE - Share the same central equipment source](#)
11. [PSHCE - Cooperate with adult](#)
12. [PSHCE - Moves within the space available safely](#)
13. [PSHCE - Stops and starts under control](#)
14. [PSHCE - Reaches up for object](#)
15. [PSHCE - Turn pages two or three at a time](#)
16. [PSHCE - Put shapes into shape sorter](#)
17. [PSHCE - Waits turn when lining up](#)
18. [PSHCE - Accepts boundaries for short periods](#)
19. [PSHCE - Wiling to move from activity when directed](#)
20. [PSHCE - With assistance remains on task in directed activity](#)

1. [RE - Recognise people who show care and concern`](#)
2. [RE - Recognise how they \(the pupil's\) show care and concern](#)
3. [RE - Learn about key figures in their own lives](#)
4. [RE - Recognise a celebration](#)
5. [RE - Talk about celebrations of special occasions in their own lives.](#)
6. [PSHCE - Makes some modification in behaviour when criticized](#)
7. [PSHCE - Points to the main features on a persons face and body when asked](#)
8. [PSHCE - Demonstrates empathy with others](#)
9. [PSHCE - Asks for help when they are hurt](#)
10. [PSHCE - Shows some awareness when danger](#)
11. [PSHCE - Knows which is own coat](#)
12. [PSHCE - Responds appropriately to familiar equipment](#)
13. [PSHCE - Clap hands to show appreciation](#)
14. [PSHCE - Seeks out and begins to interact with specific children](#)
15. [PSHCE - Moves freely and confidently](#)
16. [PSHCE - Assembles six piece puzzle](#)
17. [PSHCE - Draw face with up to three features](#)
18. [PSHCE - Strings beads](#)
19. [PSHCE - Shows an interest in new equipment](#)
20. [PSHCE - Listens to adult when offering choice](#)

1. [RE - Hear and use some basic vocabulary used in a religious context`](#)
2. [RE - Learn about key members of a local religious group](#)
3. [RE - Recognise some religious symbols](#)
4. [RE - Recognise a place which is important for religious people](#)
5. [RE - Recognise what is right and wrong and understand the consequences of their actions](#)
6. [PSHCE - Able to say no](#)
7. [PSHCE - Accepts they don't always get what they ask for](#)
8. [PSHCE - Watches a short TV programme](#)
9. [PSHCE - Shows an awareness of danger](#)
10. [PSHCE - Identifies the sex of peers and adults](#)
11. [PSHCE - Locate resources required](#)
12. [PSHCE - Interacts while sharing equipment](#)
13. [PSHCE - Responds to other people's ideas](#)
14. [PSHCE - Asks for help with toileting if required](#)
15. [PSHCE - Picks up equipment and returns to container](#)
16. [PSHCE - Draw head with legs and arms](#)
17. [PSHCE - Demonstrate an awareness of taking turns](#)
18. [PSHCE - Works with others to get out or put away equipment](#)
19. [PSHCE - Sits in place without wandering](#)
20. [PSHCE - Uses familiar objects in role play](#)

[P8](#)

1. [RE - Listen and respond to religious stories](#)

2. [RE - Able to recall a religious story](#)
3. [RE - Can relate a religious story to own experience](#)
4. [RE - Know how feelings about significant events can be expressed](#)
5. [RE - They are sensitive to others feelings and show respect](#)
6. [PSHCE - Names some parts of their body](#)
7. [PSHCE - Aware of common danger e.g. broken glass](#)
8. [PSHCE - Know how to care for their teeth](#)
9. [PSHCE - Know we need to eat a variety of food](#)
10. [PSHCE - Shows awareness of class routine](#)
11. [PSHCE - Shows consideration towards others](#)
12. [PSHCE - Attempts to play within the rules of a game](#)
13. [PSHCE - Asks permission to use an object](#)
14. [PSHCE - Talk about my group/family/class](#)
15. [PSHCE - Joins in group activities](#)
16. [PSHCE - Uses appropriate language to ask for the toilet](#)
17. [PSHCE - Uses equipment in a variety of ways](#)
18. [PSHCE - Gives others space](#)
19. [PSHCE - Shows awareness and direction of others](#)