

## Religious Education at Woodview

**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Framework Act 1998: special schools should provide RE 'so far as is practicable', with all children taking part unless withdrawn by their parents.**

Within Woodview, we recognise the importance and value of providing a curriculum that is holistic and meets the needs of our students. Religious Education (RE) is recognised as an important curriculum subject, contributing to the spiritual, moral, social, and cultural development of students and supports wider community cohesion.

When planning RE at Woodview we:

- Consider the needs of our students
- Adapt the RE curriculum to suit the needs of our students 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 additional needs, appropriate to their abilities and understanding; ensuring sensory learning strategies are implemented rather than discussion or written tasks.

### RE Curriculum/Planning

- We follow the Locally Agreed West Sussex Syllabus (2020-2025)
- The curriculum for RE is based on the 'Locally Agreed West Sussex Syllabus' (running from Foundation Stage up to aspects of Key Stage 1-5)
- The RE curriculum is designed to support the whole school ethos and curriculum
- The RE curriculum reflects modern day society and supports our students understand the different ways in which religion and worldviews can be understood, interpreted and studied.
- The teaching of RE reflects religious traditions in Britain which are, in the main, Christian whilst taking account of the teaching and practices of other principal religions represented in Britain (particularly religions followed by students attending the school)
- The RE curriculum RE and British Values actively promotes the British values of:
  - democracy;
  - the rule of law;
  - individual liberty;
  - mutual respect;
  - tolerance of those with different faiths and beliefs
- The RE curriculum also promotes spiritual, moral, social, and cultural development
- RE is taught in dedicated weekly lessons, although the values and beliefs are embedded across the curriculum
- From Year 8, students have the opportunity to develop portfolios of their RE work to submit towards the WJEC Humanities Entry Pathways
- In Year 9 the decision will be made, in conjunction with the student and parents, whether individual students will work towards RE GCSE.
- Parents may ask for their children to be withdrawn from RE and alternative activities will be provided for students appropriate to their needs.

### Collective Worship

- Regular assemblies are held with a religious focus.

- Parents may ask for their children to be withdrawn from Collective Worship and alternative activities will be provided for students appropriate to their needs

### **Why is RE so important for children with additional needs?**

#### **RE connects with the lives of children.**

- RE can help children reflect on issues in their own lives and show how others have faced life challenges. This is especially appropriate to those who have experienced struggle, bereavement, or difficult experiences.
- RE can offer times of peace, reflection, and calm.
- RE helps students learn about the world that they live in
- RE encourages students to develop empathy, understanding and tolerance of other viewpoints
- RE encourages students to develop their sense of identity and belonging, as well as provide opportunities for personal reflection and spiritual development
- RE offers colourful sensory experiences. Religious practice for believers is full of colourful sensory experiences: the sound of a call to prayer, the taste of matza, the touch of tefillin, the smell of incense, the sight of a murti.
- RE offers children an opportunity to share meaningful experiences and beliefs.

Many students with additional needs are instinctive individuals who may have deep spiritual insights and experiential moments that are at odds with other areas of understanding. Children with a faith may also have a pride and openness in sharing elements of their own religion with others and a recognition and connection with home beliefs that links some elements of their lives together.