

RE at Stony Dean – May 2024

Intent

At Stony Dean, we believe that RE can provide challenging and nurturing learning opportunities for every pupil, and we seek creative and well thought out ways of providing for these entitlements to RE, so that every pupil can benefit from the opportunities for the personal development the subject provides. Far from being a 'box to be ticked' in the curriculum, RE can help pupils gain awareness of themselves, their place in the world and what it means to be human.

Two of our main principles: good RE seeks to be holistic and inclusive

- Holistic RE focuses on the pupil as a whole, rather than only focusing on specific elements. A holistic vision of pupils' development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. Whether learners are part of a community of faith or not, RE offers them appropriate ways to engage with religion and belief and connects to every individual's need for spiritual, moral, social and cultural development.

- Inclusive RE recognises all pupils' entitlements to learning that respects diversity, enables participation, removes barriers and anticipates and considers a variety of educational needs and preferences. RE offers all learners a space in which they are included, valued and respected.

Stony Dean recognises that a student's engagement is multi-dimensional. We also recognise that there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.

Further Aims:

- Show and celebrate the pupil's success.
- Provide evidence of the pupil's responses and achievements.
- Provide ways of comparing the pupil's current responses with past ones in order to show evidence of their achievements.
- Capture information about the quality of the pupil's progress so the complexities and subtle differences of individual responses can be described, interpreted and explained.
- Contain information and evidence that enable decisions to be made concerning the pupil's needs can be used to inform planning and next steps for pupils, including special educational provision.
- Assist in gathering evidence for reporting the pupil's achievements and progress against their EHC plan as part of the annual review process.

Impact

- Develops student's self-confidence and awareness
- Supports students understanding of the world they live in as individuals and as members of groups.
- Encourages students to bring their own experiences and understanding of life into the classroom.
- Allows students to build upon and develop their spiritual, social, moral and cultural awareness of others and the world.
- Develops positive attitudes towards others, respecting their beliefs and experiences.
- Allows students to reflect on and consider their own values and those of others.
- Supports students in their ability to deal with issues that form the basis for personal choices and behaviour.

Strengths

- Allow pupils to engage with explicit religious material.
- A RE curriculum which lets the emotion and power of explicit religious materials loose in the classroom, and welcomes personal responses.
- Provide powerful opportunities for spiritual development for pupils with a variety of special educational needs through a range of activities such as drama, art and independent research.
- Multi-sensory approaches including information and communication technology.
- Memory/consolidation.
- Allows opportunities for discussion and debate.