



## **RE Policy – Key Stage One and above.**

<b>Ratifying Committee</b>	<b>Curriculum &amp; Standards Committee</b>
<b>Date</b>	<b>June 2025</b>
<b>Review</b>	<b>Annually</b>

RE supports the development of understanding of self, own views and others. RE at the Bridge also supports pupils to experience cultures and religions that are different as part of preparing them for community life. As pupils develop, RE focusses on their understanding of tolerance, respect and valuing diversity. It reinforces modern British values, understanding the importance of values and links to spiritual, moral, social and cultural (SMSC) education and being respectful to others, no matter what their beliefs, ethnicity or background. RE is an important part of pupils' wellbeing, helping them to understand who they are, and how faith and belief can determine and influence the culture they live in

#### Information from local SACRE

The SACRE states that RE in maintained special schools and PRUs are required to ensure that, as far as is practicable, a pupil receives RE according to the locally agreed syllabus. As such, schools should modify and adapt the Programmes of Study to meet the range of needs of the pupils, which will include profound and multiple learning difficulties, moderate and severe learning difficulties, emotional and behavioural difficulties, and physical disabilities. The modification of the Programmes of Study will ensure that all pupils receive relevant and appropriately challenging work at each key stage. The local SACRE states that approaching RE in special schools means that the Programmes of Study may be modified in a number of ways, including:

- The simplification of the content to be studied
- A focus on the skills of RE as a vehicle for the exploration of religions and worldviews
- Multi-sensory approaches to aspects of religions and worldviews
- Utilising a variety of learning environments and contexts
- Using personal exploration and encounters with different people as effective learning in RE

The Telford and Wrekin Agreed Syllabus recognises that teachers in each school are in the best position to know what their pupils are capable of achieving in Religious Education and the best way of helping them to get there.

The local SACRE suggests the following focus questions in work in RE

- Who am I?
- Who is in the community?
- How do people look after each other in the community?
- What do people celebrate? Why do people celebrate? How are festivals celebrated by religious people?
- What stories are there that religious people feel are special?

#### **Intent**

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as pupils working at Early Development. The RE planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.

- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for RE working within the Telford and Wrekin SACRE guidance (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the relevant area the EYFS Curriculum.

Early Development and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The intent is also that pupils experience and develop understanding of differences in lives, religions and cultures to support their engagement in community life.

The Lead adult may need to break steps down into smaller steps or add or widen for each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

#### Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important- to know more and remember more.

#### Implementation

- RE is taught throughout the day as pupils develop understanding of themselves and others.
- A key aspect is how staff treat pupils and each other. It links very closely to the vision and values of the school set by stakeholders.
- Throughout the day and in all subjects, there are opportunities for staff to model and extend relationships with pupils and between pupils.
- The Bridge RE skills and knowledge curriculum is very closely overlapped to the PSHE curriculum and PSHE is a strong part of the delivery of the RE curriculum.
- In addition to the work that is integral throughout the school day RE is timetabled as a subject. It has
  - a) specific subject with a rolling programme of units linked to religious and non-religious world views (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix B- part one enabling the lead adult to:
    - To support engagement of pupils in learning.

- Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
  - Work on the next steps (understanding for some pupils this can be an uneven profile linked to their SEN) and break steps down further if needed.
  - For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
  - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
  - Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. substantive/disciplinary (ways of knowing)/personal - see Appendix C)
  - To have varied content to widen engagement and experiences of pupils.
  - Provide a multi-sensory context for the key skills and knowledge
- Pupils will also experience through a multi-sensory approach aspects to different religions. This enables pupils to experience differences through exploration of special festivals, rituals, clothes, music, foods and places. This supports pupils in their reactions and understanding of differences preparing for life in the community, The theme also supports personal and social development, engagement, communication and understanding and literacy. Due to the delivery it also has close links to skills and knowledge in music and art and design and science (exploration and use of senses). It enables pupils to develop their understanding and skills and knowledge in a progressive way based on what each pupils already knows and can do,

The units will cover key aspects may be re-visited and this include: places of worship, clothes, music, food and chosen stories.

- b) Interventions and blocks of work that the teacher can select from that cover the very early skills of relationships that are delivered as joint RE/PSHE curriculum due to the overlap of the skills and knowledge- please see PSHE policy.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
  - Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
  - Correct modelling by staff and addressing of any misconceptions linked to RE.
  - Avoiding generalisations when discussing religions, e.g. 'some' people believe instead of 'all'.
  - Exciting, motivating and varied content to support engagement with opportunities taken for enhance cultural capital within curriculum delivery in school and out of school when possible.
  - There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
  - Primary and Secondary phase have a coordinator linked to the RE curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities
  - Some pupils may have specific needs that need to be carefully considered and planned for to access the RE curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
    - Alternative access e.g. use of software programmes
    - Use of adapted tools

- Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment

### Time Allocations:

Time allocations will always be led by personal priorities agreed with Head of Phase.

There is no specific time allocation given by the DFE but the local SACRE suggested time coverage is below SACRE suggested times (non-statutory)

Age group	Suggested time
4–5s	36 hours per year (e.g. 50 minutes a week and / or some short sessions implemented through continuous provision)
5–7s	36 hours per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	45 hours of tuition per year (e.g. an hour a week)
14–16s	5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s:	Allocation of time for RE for all should be clearly identifiable

- The skills, knowledge, attitudes and ethos of the Bridge RE curriculum linked closely to the PSHE curriculum is integrated in work throughout the day.
- In KS 1-3 and for pupils in specialist classes, pupils have two terms where there is a timetabled RE lesson. In addition, a range of religious special festivals are covered.
- In KS4, pupils access RE through Cultural Studies lessons, as well as celebrating festivals.
- For pupils who are working at Early Development levels and pupils in specialist classes, teachers may reduce content and cover reduced units to enable other priority areas including therapy programmes to be implemented.

### Resources

The Subject Co-ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium term planning, shared PowerPoints. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

### Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to

the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. The RE Subject training PowerPoint is available for all staff to access. Further training is prioritised through self-review process.

### Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Checks on equipment and environments for safety before use
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using artifacts and equipment.

### Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development and live the most independent life possible. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the RE curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.

- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.
- Monitoring and scrutinising data linked to the RE bands within the Onwards and Upwards assessment system.

*NB*

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.
- The School has an Act Of Worship Policy

### **Right to Withdraw**

As a school, we ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be aware of its learning objectives and what is covered in the RE curriculum and will be able to discuss this with the Headteacher or another member of SLT. If parents choose to withdraw, this request will also be discussed each year at the annual review to ensure it is still the wishes of the parent. The right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or geography.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. We are proud to teach inclusive and plural RE, following the local Agreed Syllabus, to all our pupils, and to respect and affirm all the religions and worldviews represented in our community. We are happy to talk to parents about RE. We do not support selective withdrawals from RE, as recommended by the Telford and Wrekin SACRE.

Parents have the right to choose whether to withdraw their child from RE without influence from the Bridge school, however we ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. If parents decide withdrawal is their preference, they are provided the form in Appendix E, and they will be offered a meeting with SLT to discuss their wishes.

Where parents have requested that their child is withdrawn, we will ensure their rights will be respected, and where RE is integrated in the curriculum, we will discuss with parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE. The Bridge school understands that we have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the Bridge School, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period to allow them to attend this external RE.

## **Appendix A**

Communication and Language/Literacy enables RE by:

- developing pupils' vocabulary with regards to religion and world views
- allowing pupils to engage with stories and non-fiction texts
- giving opportunities to share their ideas through role play, conversation (using ACC/symbols) or responding to support and modelling.

PSED enables RE by:

- learning how to understand their feelings and the feelings of others.
- developing a sense of self and understanding their place within the community (both school community and wider community)
- developing ways to co-operate and resolve disagreements within their daily life.
- responding and observing ideas about sharing and kindness through exposure to religious stories and non-religious world views.

PD enables RE by:

- using and developing motor skills, for example small world play, role play, manipulating and exploring religious artifacts.

Understanding the world enables RE by:

- giving opportunities to understand and experience their local community by educational visits, or visitors to school.
- listen to a range of religious stories from specific religions through the rolling programme as well as through special days which are revisited yearly.
- talking about the lives of those around them and events which they make part in, for example Eid, Christmas and Holi.
- exploring the natural world around them for example looking at nature in the wild area or weather. This provides the opportunity for responding to what they observe with wonder, awe and questions.
- using their senses to gain an understanding of the religion they are studying through approaches such as Senseology.

Expressive arts and design enables RE by:

- developing artistic and cultural awareness through RE materials such as art work, music and dance.
- building pupils imagination and creativity using a wide variety of media and materials. For example, making tie Dye t-shirt for Holi.

Appendix B

Rolling Programme of RE Units

Key Stage One

Linked skills and knowledge in the curriculum is through the PSHE curriculum and through everyday life in school.

Christianity	Sikhism	Humanism
Christianity	Islam	Humanism

Key Stage 2

Linked skills and knowledge in the curriculum is through the PSHE curriculum and through everyday life in school.

Christianity	Sikhism	Humanism	Key Stage 3
Christianity	Islam	Humanism	
Christianity	Sikhism	Humanism	
Christianity	Islam	Humanism	

Linked skills and knowledge in the curriculum is through the PSHE curriculum and through everyday life in school.

Christianity	Islam	Humanism	Key Stage 4
Christianity	Sikhism	Humanism	
Christianity	Islam	Humanism	

Linked skills and knowledge in the curriculum is through the PSHE curriculum and through everyday life in school. At Key Stage 4 Cultural Studies incorporates History/Geography and RE. Key Stage 4 study focusses on places that our pupils may have been in the past or go to in the future and links to life and cultures now to support their future lives including experiencing diverse cultures. In all programmes, it can cover homes, leisure, transport, food, famous cities including capital cities, places of worship, religious belief and practice.

USA	France
Italy	Spain

In addition, religious festivals will be covered each year dependent on where they fall in school term time.

Blocks of interventions are linked to PSHE

## **Appendix C**

### **Different types of knowledge- examples and context of the Bridge School**

*Components.* The curriculum and learning needs to be carefully sequenced so that it builds on each component of knowledge in a sequenced order. For instance, pupils need to learn about their self which can then be built on to learn about others and their beliefs.

*Substantive knowledge.* This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject. This encompasses a wide array of information, including beliefs, practices, rituals, texts, symbols, festivals, ethics, and institutions associated with different worldviews.

*Disciplinary knowledge (ways of knowing).* This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking relevant questions, observing carefully, analysing and evaluating religious and non-religious themes.

*Personal knowledge.* This involves developing an awareness of self and the recognition of how individual experiences and perceptions shape understanding. To facilitate the development of personal knowledge, this may include sensory-rich approaches that promote self-awareness and reflective thinking.

## **Appendix D**

### **Roles and responsibilities**

#### **R.E. Co-ordinator**

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.

- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in R.E. including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

### **Teachers**

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for R.E. and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the R.E. curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the R.E. Co-ordinator.
- Ensure that R.E. work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact co-ordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the R.E. curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

### **HLTA's**

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

### **Support staff:**

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of R.E. to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

### **Governors:**

- Task the head teacher (via the R.E. Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the R.E. Policy by asking challenging questions to ensure that delivery matches the schools ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.

- Monitor the R.E. aspect of the SIP to ensure tasks are completed.
- **Appendix E: Parent form: withdrawal from Religious Education**

The Bridge School – Parents Request to withdraw their child from the non-statutory/non-RE aspects of the curriculum.

TO BE COMPLETED BY PARENTS				
Name of child		Class		Child's D.O.B
Name of parent		Date		
Reason for withdrawing from Religious Education				
Any other information you would like the school to consider				
Parent signature				

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
School signature and date	