

Religious Education at West SILC

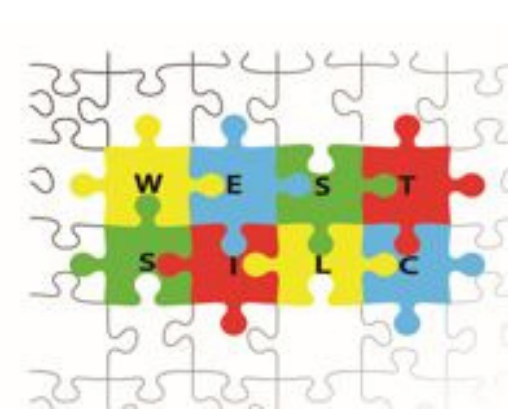
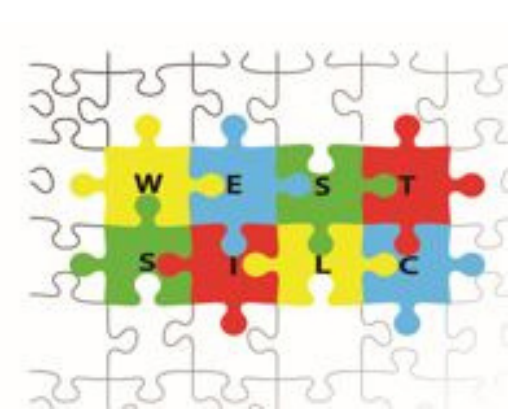


Table of contents

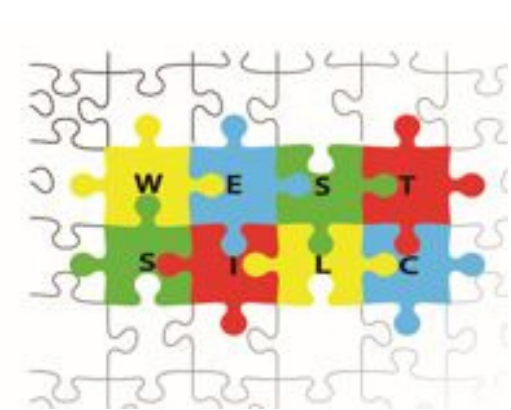
- 01 Overview
- 02 Intent
- 03 Implementation by pathway
- 04 Impact
- 05 Assessment



Overview

RE at West Silc seeks to provide a rich, inclusive curriculum that develops learners' awareness of beliefs, values, and customs from around the world. Our curriculum fosters spiritual and moral growth, empathy, and cultural understanding. The intent is not only to inform, but to enable learners to reflect on their own beliefs and experiences in a safe, respectful environment. RE is integral to preparing learners for life in a diverse society and supporting Spiritual, Moral, Social and Cultural (SMSC) development and the school's ethos of respect and community.





Subject Intent

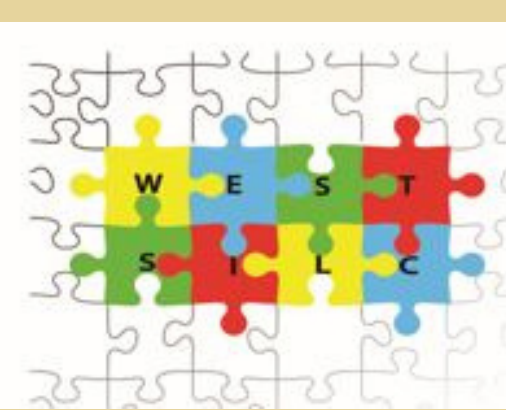
RE is taught through an inclusive, personalised, broad and balanced curriculum that reflects the diverse needs, abilities, and experiences of our learners. Our intent is to ensure that every learner, regardless of their cognitive, sensory, communication or physical needs, can engage meaningfully with key religious and worldviews concepts, including belief, belonging, values, and identity.

We aim to provide learners with the cultural capital needed to understand themselves and others in a diverse society. Through a curriculum that is developmentally appropriate and highly differentiated, learners explore major world faiths and non-religious worldviews, with progressively deepening knowledge and understanding as they move through the school.

We ensure:

- Breadth of coverage by offering experiences across a range of religious and cultural traditions, ensuring that no learning is limited to a single worldview.
- Ambitious, coherent planning across all of our pathways, ensuring RE is accessible and meaningful to all learners, including those working at pre-subject specific levels.
- A strong emphasis on personal development, promoting tolerance, respect, spiritual growth, and opportunities for learners to reflect on their own experiences, values and beliefs.
- That RE is not taught in isolation, but enriched through sensory experiences, storytelling, outdoor learning, visits, and encounters with lived religion wherever appropriate and accessible.

Our RE curriculum is adapted and personalised so that it is relevant to every child's stage of development. It builds on EHCP outcomes, incorporates engagement-led and experiential learning approaches, and ensures that all learners are given opportunities to question, explore and reflect, in ways that are appropriate, engaging, and inclusive.



Implementation by pathway



Explore pathway

In our EYFS and Key Stage 1 pathway, Religious Education is embedded within the wider thematic and continuous provision curriculum, ensuring that learners encounter key concepts in a way that is both meaningful and developmentally appropriate. Aspects of RE are introduced through play-based learning, sensory experiences, and adult-led exploration, allowing children to encounter stories, festivals, and traditions from a range of religious and cultural backgrounds. Opportunities to explore RE are provided through carefully designed enhancements to continuous provision (e.g. role play areas, small world, sensory trays) that reflect key themes such as belonging, celebration, and kindness. Religious festivals and special events are marked throughout the year, with learning delivered in a multi-sensory and immersive way, including music, sensory stories, cooking, dressing up, and exploration of symbolic artefacts. This ensures that even our most complex learners can engage with awe and wonder, begin to develop an early sense of difference and similarity, and experience the joy of shared traditions, laying the foundations for future understanding.



Explore long term plan

Cycle year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Topic	All about me (School) - Learning and Playing Together!		Once Upon a Time - Make Believe and Magic!		Under the Sea – Splish, Splash, Under the Sea!	
	RE link	Belonging; Special People		Celebrations & special times- Christmas, Diwali		Being Thankful – Learn about water as a symbol in religion	
2	Topic	All about me (Families and homes) - Families Come in All Shapes and Sizes!		Weather Watchers - Rain or Shine, We Explore!		Pets & Vets - Looking After Our Animal Friends!	
	RE link	Belonging – Explore different kinds of families in faiths.		Special Times – Holi – spring, Sukkot – harvest		Being Thankful/Caring – Explore how different religions show care for animals	
3	Topic	All about me (Local Community) - Exploring Where I Live!		Space & Stars - Blast Off to the moon!		People Who Help Us – Heroes in our Community -Everyday Superheroes!	
	RE link	Special Places – Visit or learn about local places of worship		Being Thankful – Wonder and awe in creation		Special People – Explore religious leaders as helpers and guides	
4	Topic	All about me (feelings and health) - Happy, Healthy Me!		Transport & Journeys - On the Move!		Farmyard Fun - Down on the Farm!	
	RE link	Belonging – Feeling safe and valued in a community		Special Times – Journeys in religious stories		Being Thankful – Harvest and food blessings in faiths	
5	Topic	All About Me (My Voice) – “I Have Something to Say!”		Around the World – A Journey of Cultures!		In the Garden – Growing, Crawling, Flying Fun!	
	RE link	Belonging – Valuing each person’s voice, exploring naming rituals		Special Places – Learn about sacred spaces globally		Being Thankful – Care for creation in religion	

Engage and Aspire Pathways

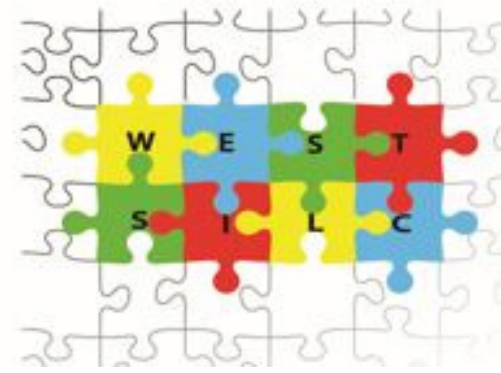
RE is embedded in routine and sensory experiences that introduce learners to cultural and religious diversity through touch, sound, smell, and visuals.

Activities include multisensory exploration of celebrations and religious events that are meaningful to the learners (e.g., Experience the tastes and textures of Rosh Hashanah during an Attention Time session), the use of tactile artefacts, and thematic sensory stories. Aspects of the RE syllabus are taught through the topics; however, this is delivered in a multi-sensory way that is relevant for the learners. RE themes are delivered through Intensive Interaction, sensory journeys, and holistic activities that nurture early communication and response to awe and wonder.

Long term plan – Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE link to the topic	Name and describe people who are familiar to them		Describe what they see, hear and feel whilst outside	Express their feelings and consider the feelings of others	Experience stillness and times of reflection	Care for the natural environment and all living things.
Celebrations and festivals	Harvest Halloween	Diwali Hannukah Christmas	Chinese New Year Valentine's Day Shrove Tuesday	Ramadan Holi Eid Easter	Vesak	Eid
Themed Events	Black History Month	Bonfire Night Remembrance Day Children in Need	New Year	World Book Day Mother's Day Comic/Sport Relief	Earth Day Father's Day	Sports Week
Year 2	Develop positive attitudes about the differences between people	Learn about what is special to them and where special places are	See above for celebrations and special events covered	Learn about ways they can look after their pet	See above for celebrations and special events covered	Use the word 'special' to talk about somewhere important to them
Year 3	See above for celebrations and special events covered	See above for celebrations and special events covered	Talk about special objects and explain why they are special	See above for celebrations and special events covered	See above for celebrations and special events covered	Explore the natural world around them
Year 4	See above for celebrations and special events covered	Talk about special objects and explain why they are special	See above for celebrations and special events	Express their feelings and consider the feelings of others	Explore the natural world around them	See above for celebrations and special events



Connect Pathway



Within the Connect Pathway, RE is delivered to both Primary and Secondary learners in a way that is carefully adapted to meet the individual and complex needs of each learner. The curriculum follows the Believing and Belonging Syllabus, with all content and delivery methods highly personalised to ensure accessibility, relevance, and engagement.

In the Primary classes, RE is taught twice weekly. Learners access a 20-minute sensory-based RE session, focused on key religious and cultural concepts, delivered through multi-sensory exploration, symbolic experiences, and story-based learning. Each sensory RE session is accompanied by a linked Attention Time session, providing an engaging and structured way to introduce and reinforce religious ideas using visual, auditory, and kinaesthetic strategies. This dual-approach ensures that learners can access, process, and begin to respond to core RE themes through repetition, consistency, and highly motivating activities.

In the Secondary classes, learners continue to access RE through a 20-minute weekly session, building on their prior sensory experiences and deepening their engagement with key RE concepts. These sessions continue to use a multi-sensory, experiential approach, with a focus on exploring belief, belonging, values, and identity in ways that are meaningful to each learner.

Across all Connect classes, the delivery of RE is flexible and needs-led, allowing for individualised pacing, targeted support, and appropriate communication systems. The curriculum is designed to provide all learners with opportunities to experience awe and wonder, explore difference and diversity, and reflect on their place in the world and wider community.

Connect Primary						
1	Rosh Hashanah	Special Objects-homes	Holi	Where do we live/ belong?	Special Places -for Christians	The Natural World
2	Special Places - for Hindus	Special objects	Who can we help at home and at school?	What makes a good friend?	Special Places -for Muslims	Looking after our world
3	Special Places - for Sikhs	Special artefacts for Jewish people	Chinese New Year	What does it mean to belong to a faith community?	Bible stories- <u>caring</u> for others	What do Muslims believe about creation?
4	Harvest festival	Special artefacts and books for Muslims	Rules at home and school	How do Hindu families demonstrate love?	The Prophet Mohammed- caring for others	What do Jewish people believe about creation?

Pathway:	Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Connect Secondary	1	What does it mean to belong to a community of belief?	How are symbols used to welcome new life?	How to make good choices	What did Jesus teach and how did he live?	How and why do we care for each other?	How do Hindu stories help believers live their lives?
	2	How and why do some people pray?	Why are festivals important in a community?	Which books and stories are important?	What do religions/worldviews say about our wonderful world?	How do Bible stories show that God keeps promises?	How do Bible stories show that God keeps promises?
	3	What does it mean to belong to a community of belief? Important symbols	How are symbols used to welcome new life- <i>What do names mean and why are they important?</i>	How to make good choices <i>What do religious and non-religious stories say about rules and guidelines?</i>	What did Jesus teach and how did he live? <i>Recognise that Jesus chose special friends, (disciples) to be his helpers</i>	How and why do we care for each other? <i>stories about caring for others</i>	How do Hindu stories help believers live their lives? <i>What is truth?</i>
	4	How and why do some people pray? <i>What does prayer/ reflection mean to us?</i>	Why are festivals important in a community? <i>How do people and communities choose to celebrate?</i>	Which books and stories are important? <i>Talk about some special stories that are re-told over and over</i>	What do religions/worldviews say about our wonderful world? <i>How did the world begin?</i>	How do Bible stories show that God keeps promises? <i>Listen and respond to the story of Joseph from the Old Testament. Explore 'forgiveness'</i>	How do Hindu stories help believers live their lives? <i>Retell the story about Waiting for God. What is a mystery?</i>
	5	How and why do some people pray? <i>What actions, positions or symbols help in prayer?</i>	How are symbols used to welcome new life - <i>Why is it important to make someone feel welcome?</i>	Which books and stories are important? <i>Talk about some of life's big questions.</i>	What did Jesus teach and how did he live? <i>Explore and talk about how Jesus taught Christians to forgive others.</i>	How and why do we care for each other? <i>Explore ways in which <u>different people</u> care for others.</i>	How do Hindu stories help believers live their lives? <i>Understand that stories can answer big questions in dance, song and poetry</i>



Climb pathway

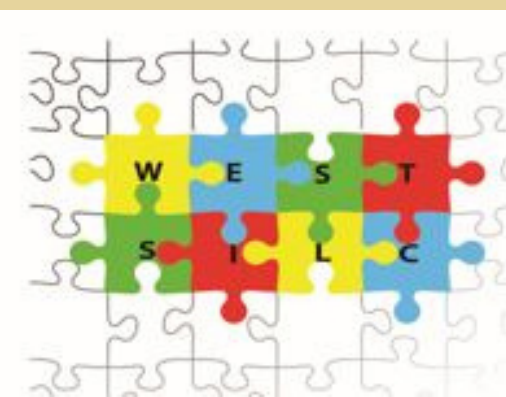


Learners in the Climb Pathway access the Believing and Belonging syllabus at a differentiated rate, within a slightly more formal curriculum structure, appropriate to their cognitive and communicative profiles. RE is delivered through carefully planned and adapted lessons, ensuring accessibility while encouraging deeper engagement with religious beliefs, practices, values, and worldviews.

Across both Primary and Secondary classes, lessons are tailored to meet the individual needs and learning styles of the class, with an emphasis on discussion and scaffolded questioning. Lessons are designed to promote meaningful discussion, critical thinking, and reflection, while building social and emotional understanding. learners benefit from sharing their own life experiences relating to their own morals and belief systems. learners enjoy looking at more philosophical questions, which supports their ability to recall and compare knowledge of different religions as well as their own beliefs, and recognizes both the similarities and differences between them.

A key feature of RE in the Climb Pathway is the use of collaborative learning, with regular opportunities for peer interaction, group work, and shared exploration of ideas. learners are encouraged to ask questions, share thoughts, and compare their own experiences with those of others, helping to build tolerance, empathy and a sense of identity and belonging.

Where appropriate, learners may engage with written tasks, use sentence scaffolds, symbols, or drama-based strategies to communicate understanding. The curriculum is delivered in a way that ensures progressive challenge while maintaining the flexibility to support learners with a range of needs, including those requiring a blended approach to semi-formal learning.



Climb Primary						
1	What does it mean to belong to a community of believers?	How are symbols used to welcome new life?	How to make good choices	What did Jesus teach and how did he live?	How and why do we care for each other?	How do Hindu stories help believers live their lives?
2	How and why do some people pray?	Why are festivals important in a community?	Which books and stories are important?	What do religions/world views say about our beliefs?	How do Bible stories show that God keeps promises?	
3	Important symbols– Christianity, Hindu Dharma, Islamic traditions	How are symbols used to welcome new life	How to make good choices	What did Jesus teach and how did he live?	How and why do we care for each other?	How do Hindu stories help believers live their lives?
4	How and why do some people pray?	Why are festivals important in a community?	Which books and stories are important?	What do religions/world views say about our beliefs?	How do Bible stories show that God keeps promises?	How do Hindu stories help believers live their lives?

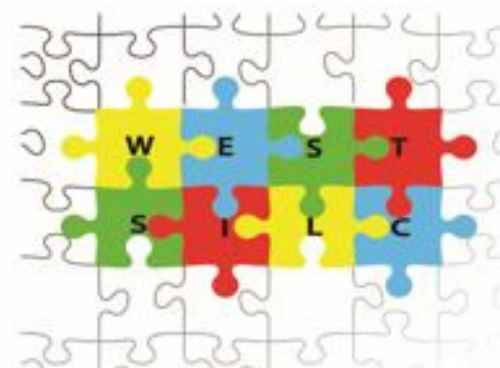


Climb Secondary						
1	What faiths and beliefs can be found in our country and community?	How do ancient stories influence modern celebrations	How do different people express their spirituality?	How are the stories of Holy Week important to Christians?	How do the 5 pillars help Muslims to lead a good life?	Why do the lives of the Gurus inspire Sikh believers?
2	How do creation storied help people understand the world?	How do Jews use stories to remember God's covenant?	Why do people follow inspirational leaders?	What do Hindu people believe about God?	Why do some people go on a pilgrimage?	How do Sikhs symbolise their commitment?
3	What values do people live by?	How and why are Jewish festivals celebrated today?	Should we forgive others?	What is the significance of Easter, Ascension and Pentecost?	What do Christians believe about the old and new covenants?	Why are rites of passage important?
4	How does the Bible help Christians to live a good life?	How do Buddhists live a meaningful life?	What is marriage and how is it celebrated?	Should human beings use animals?	Does religion promote or prevent equality?	What do Jews and Sikhs believe about charity and service? (Pathway 3
5	What is religion?	How do Christians worship in diverse ways?	What does it mean to live in multi faith Britain?	What do Muslims believe about a good life?	How do Buddhists express their beliefs in different ways?	How do beliefs grapple with evil and suffering?

Elevate pathway

Learners in the Elevate pathway access structured RE lessons aligned with the Leeds Agreed Syllabus. Units are enquiry-based and cover a range of beliefs including Christianity, Islam, Judaism, Hinduism, and non-religious worldviews. Learning includes independent research, structured debates, and project work. Key stage 3 learners have two lessons of RE per fortnight, while key stage 4 learners have one lesson per fortnight. At key stage 3, West SILC learners are taught within mainstream classes where the learning is differentiated to meet their needs.

At key stage 4, core RE is taught within the partnership class, however learners continue to follow a differentiated version of the mainstream curriculum. There is also the option for learners to study this subject at GCSE level. learners learn about a range of religions, differing world views and debate moral issues.





WAIP

West 11		Identity and Belonging Understand the concept of identity and what it means to belong to a group, community, or religion	Exploring the Importance of Rituals in different religious and spiritual traditions and how they help individuals feel connected to their faith	Stories of Hope and Courage Explore religious and secular stories of hope, courage, and overcoming challenges	Compassion and Empathy Understand the importance of compassion, kindness, and empathy in both religious and secular contexts	Diversity and Respect Explore the diversity of beliefs and practices in society and understand the importance of respect for others' differences	Belief and Mental Well-being Explore how beliefs and spiritual practices can support mental well-being
West 14		The Search for Meaning Explore the idea of searching for meaning in life, and how different beliefs offer answers to life's big questions	Sacred Spaces and Places Explore the concept of sacred spaces and how they help individuals connect with the divine or their faith	The Power of Forgiveness Explore the role of forgiveness in religious traditions and in personal growth	Conflict Resolution and Peace Explore how different religions teach peace-making and conflict resolution	Purpose and Destiny Explore the concept of life purpose and destiny within religious and spiritual contexts	Reflecting on Growth Reflect on personal growth, both spiritually and emotionally, over the past two years

Learners at WAIP follow a programme of key religious education themes tailored to meet the needs of learners with social, emotional and mental health (SEMH) needs during their short-term placement. The curriculum draws from a range of relevant KS3 and KS4 topics, carefully selected and adapted to ensure they are meaningful, accessible, and appropriate to the experiences of the young people we support. RE is delivered as part of the weekly ‘coaching’ group sessions, where it forms the basis of wider class discussions, reflection, and values-based exploration. These sessions focus on themes such as identity, belief, respect, belonging, and making moral choices, allowing learners to explore both religious and non-religious worldviews in a safe and supported environment.

The primary aim is engagement—ensuring that each learner can connect with the theme, participate in discussion at their own level, and begin to develop an understanding of diverse beliefs and perspectives. Sessions are designed to foster respect, empathy, and critical thinking, while also providing opportunities for personal reflection and expression.

The flexible, discussion-based format enables learners to explore RE in a way that promotes emotional safety, curiosity, and relevance to real-life experiences, forming an important part of the holistic support offered during their time at WAIP.

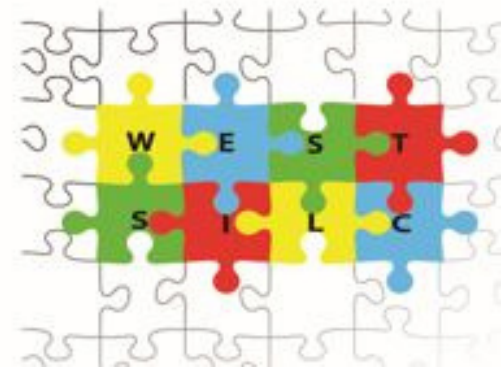


Impact

Impact is seen in learners' growing vocabulary, empathy, ability to make links, and engagement in culturally diverse experiences. Learners develop confidence to ask questions and share ideas, promoting inclusion and emotional literacy.

Learners will:

- understand that they belong
- have a developed understanding of right and wrong, beliefs about God and empathy for others.
- accept who they are and know it is ok to be different from others but that we are all fundamentally the same.
- have the knowledge and skills to flourish both within their own community and as members of a diverse and global society.
- have a sense of awe and wonder about the world around them.
- be able to celebrate their own and others successes.
 - where appropriate, understand that most religions teach similar basic values, like being kind, fair and respectful.



Assessment

Assessment is documented on Evidence for Learning in relevant pathways across school. In our Aspire, Engage and Explore pathways, we use observation, photographic evidence, and communication cues via the Engagement Model. Learner progress is tracked using EHCP small steps. Individual progress in RE is not tracked due to the delivery of the subject and the majority of these learners being Engagement Model learners.

In our Connect and Climb pathways, outcomes are tracked via learner workbooks, key questioning, and discussion prompts.