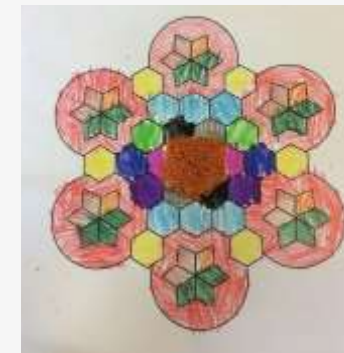
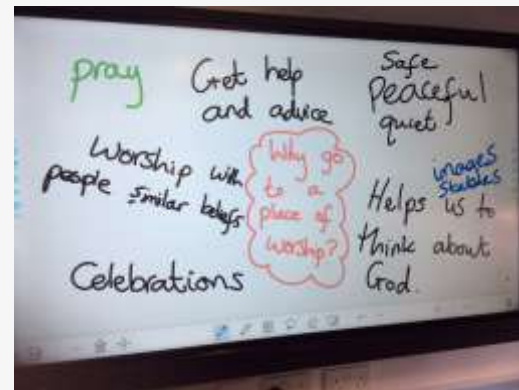


# RE



Believe • Belong • Become



# Vision

*Our aim in school is to ensure we truly understand the pupils we teach.*

## *Our school values*

*We believe in ourselves and each other.*

*We all belong in our community.*

*Everyone becomes the best they can be.*

*Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.*

*A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.*

*The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.*



# Aims

*At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.*

*Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.*



# Our Curriculum Drivers



*Believe, Belong, Become*



*Problem solving*



*Mental health  
and well-being*



*Vocabulary*



# Our Curriculum Drivers



## **Believe, Belong, Become**

*In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.*

*We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.*

***We believe in ourselves and each other, we belong to our school's community and we become the best we can be.***

## **Problem solving**

*Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.*

***Finding answers for ourselves makes learning exciting!***



# Our Curriculum Drivers



## **Mental health and well-being**

*Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related*

*vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.*

*We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.*

***I understand I might experience different emotions at different times and can use the words to talk about how I feel.***

## **Vocabulary**

*When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.*

***It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.***



# Important Terms

*Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.*

*Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.*

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

*Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.*

*Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.*

*Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.*

*Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.*

*Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.*



# Intent

*At Longford Park School, we believe that the study of History impacts not only on cognitive and language development but also on the child's social and moral development. We believe that History also helps to develop a child's sense of being and belonging to a community.*

*History is about the study of past societies and why societies have changed. This involves looking at social, political and economic factors and how these affected the lives of all people within a society.*

*In learning about the past, pupils will encounter different sources of evidence. By using these, pupils will learn to deduce information. They will also need to question the historical value and worth of the sources used. In doing this, experiences and opportunities will occur to develop other skills. Language skills will be developed through speaking, listening, reading, writing and the use of drama & stories.*

*Pupils will also have to classify, sort and present a variety of data.*

*At Longford Pak School, we believe that History is an active study of the past, which maintains a relevance to today's life. In teaching History, we aim to develop:*

- an awareness of the past and how it differs from the present.*
- understanding of the different periods in History and make links across these periods.*
- skills of historical enquiry and interpretation of evidence.*
- utilise wider English skills, including communication skills and the presentation of ideas.*



# Implementation

*Our RE curriculum is designed to be relevant and meaningful to our pupils.*

*Our vision for children at Longford Park is to give them a wider understanding of the world and other cultures.*

*Children are encouraged to talk about prior learning and make links with existing knowledge.*

*Children have regular RE lessons in class with work recorded in class books for EYFS & KS1 and individual books for KS2.*

*Children also experience educational visits to local places of worship throughout the year.*



# Long Term Plan

[Click here to view our long term plan for this academic year](#)

<b>EYFS</b>	Which stories are special and why? Which people are special and why?	What places are special and why? What times are special and why?	Being special -where do we belong? What is special about our world?
<b>Year 1</b>	1.1: Who is a Christian and what do they believe? <b>Strand: Believing</b>	1.5: What makes some places sacred? <b>Strand: Expressing</b>	1.7: What does it mean to belong to a faith community? <b>Strand: Living</b>
<b>Year 2</b>	1.3 Who is Jewish and what do they believe? <b>Strand: Believing</b>	1.6: How and why do we celebrate special and sacred times? <b>Strand: Expressing</b>	1.8: How should we care for others and the world, and why does it matter?
<b>Year 3</b>	L2.7: What does it mean to be a Christian in Britain today? <b>Strand: Living</b>	L2.5: Why are festivals important to religious communities? <b>Strand: Expressing</b>	L2.2 Why is the Bible important to Christians today? <b>Strand: Believing</b>
<b>Year 4</b>	L2.8: What does it mean to be a Hindu in Britain today? <b>Strand: Living</b>	L2.3: Why is Jesus inspiring to some people? <b>Strand: Believing</b>	L2.6: Why do some people think life is a journey? What significant experiences mark this? <b>Strand: Expressing</b>
<b>Year 5</b>	U2.4 If God is everywhere, why do people go to a place of worship? <b>Strand: Expressing</b>	U2.6: What does it mean to be Muslim in Britain today? <b>Strand: Living</b>	U2.10: Green religion? How and why should religious communities do more to care for the Earth?  Strand: Living
<b>Year 6</b>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>Strand: Expressing</b>	U2.9 What can be done to reduce racism? Can religion help? <b>Strand: Living</b>	U2.7 What matters most to Christians and Humanists? <b>Strand: Believing</b>



# Impact

*Our* aim is to develop children's understanding of the world's religions. Through religious education, children will learn about different religions and their traditions, practices and beliefs.

RE should make a major contribution to the education of children . It is personally enriching. It helps children develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society, and ties in with our school values Believe Belong Become.

*Teachers track the skills demonstrated by each individual pupil on a termly basis to assess the progress made against the National Curriculum Objectives.*



# Cultural Capital

*Cultural capital, broadly, is about the values, knowledge, skills, and ideas that are valued in a given culture, society, or social group.*

*Children learn about different religions and links are made to the significance and impact of the lives of the children in our school. We aim to enable children to experience trips and visits to further enhance their experience and their learning.*

*RE teaches our children about different cultures and communities and can help children to respect others.*

*Our RE Curriculum aims to give the children a sense of belonging and is underpinned by our school values 'Believe, Belong, Become'*



# Use of Technology

*Computers and iPads are used to research Religious events and for the children to find out more about them .*

*Technology can be used a tool to make RE more accessible to all of our learners.*

*It can be used to immerse children in a particular concept.*

*Children can use technology to help them discover information for themselves.*



# British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



# Pupil Voice

I love going on trips to different religious places

RE is remarkable and learning lavish religion

I don't like that we never go outside for RE

I like that we do lots of talking and asking questions

I love R.E because we talk a lot in the lesson

I think it is good to learn about other religions

