

Religious Education

Intent

At Welburn Hall, we believe that a high-quality religious education is key to supporting our pupils in understanding the world that we live in.

The RE curriculum for our semi-formal learners focuses on developing an understanding of the world around us and learning about people and communities. Our aim is for our learners to be immersed in activities that support them to in developing an understanding of people and communities around them. This includes engaging with customs and routines and exploring their own identity.

For our learners in our formal pathway, Welburn Hall follows the North Yorkshire Agreed Syllabus for RE:

'This Agreed Syllabus provides many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference and diversity positively. The syllabus enables all pupils to consider the impact of people's beliefs on their actions and ways of life. The syllabus contributes to pupils' personal development and the schools' provision for spiritual, moral, spiritual and cultural development (SMSC) and British Values. It provides a key context to develop children and young people's understanding and appreciation of diversity, to promote shared values and to challenge all forms of racism and discrimination. Increasing diversity and pluralism is part of the demographic picture, and the wider region is home to many diverse and active religion and worldview communities. We are educating children in their own locality, but also to live in a wider region, the UK and as world citizens.' ***(North Yorkshire Agreed Syllabus for RE, 2025-2029).***

Please note our 'Nurture group' curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal 'Understanding the World - People and Communities'

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Support pupils who are beginning their learning journey at Welburn Hall. • Provide pupils with the opportunity to develop their communication skills by responding to stimuli such as artefacts, pictures and music. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • 	<p>Whilst RE is not on the college timetable, learning about different communities and world views will be embedded via cross-curricular links.</p> <p>Students will understand the world around them. This will be in line with The Achievement Continuum.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to develop their understanding of different religious and nonreligious world views • Support students in understanding and accepting views that differ from their own • Enable students to discuss and express their beliefs and values in a supportive environment

Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC):

<ul style="list-style-type: none"> • Role play • Sensory stories • Exploring artefacts • Learning through play • cross curricular opportunities • SMSC themes • Collapsed curriculum days 	<ul style="list-style-type: none"> • Exploring and learning through play • Exploring artefacts • Sensory stories • Cross curricular opportunities • SMSC themes • Collapsed curriculum days 	<ul style="list-style-type: none"> • Exploring artefacts • Cross curricular opportunities • SMSC themes • Visitors in school, including weekly assemblies with Reverend Sue • Trips into the community • Collapsed curriculum days 	<ul style="list-style-type: none"> • Exploring artefacts • Cross curricular opportunities • SMSC themes • Visitors in school, including weekly assemblies with Reverend Sue • Trips into the community • Collapsed curriculum days
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The Impact of our RE curriculum will be that pupils:

<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and beliefs. • Understand that we are part of a larger world with many different people and communities. 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and beliefs. • Understand that we are part of a larger world with many different people and communities. • 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and beliefs. • Understand that we are part of a larger world with many different people and communities. 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and beliefs. • Understand that we are part of a larger world with many different people and communities. • Understand the different roles and jobs that people fulfil across the World and recognise ourselves as part of a community. • Develop and recognise a sense of belonging to the World and our local area.
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Formal

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Follow the North Yorkshire Agreed Syllabus for RE • Allow pupils to learn about a range of people and communities • Enable pupils to learn about some religions and religious customs, stories, traditions and symbols • support pupils understanding and appreciation of diversity 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Follow the North Yorkshire Agreed Syllabus for RE • Build on learning from the previous stage • Enable pupils to learn about some religions and religious customs, stories, traditions and symbols • Allow pupils to explore their own beliefs and values in a supportive environment • support pupils understanding and appreciation of diversity and allow them to challenge discrimination 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Follow the North Yorkshire Agreed Syllabus for RE • Build on learning from the previous stage • Encourage discussion on moral and ethical questions • Relate learning about different religious and nonreligious worldviews to living in the wider world • Link with pupils personal development education • Support pupils to consider how a person's beliefs impact on their actions and ways of life. • Allow pupils to explore and discuss their own beliefs and values in a supportive environment • support pupils understanding and appreciation of diversity and 	<p>Whilst RE is not on the college timetable, learning about different communities and world views will be embedded via cross-curricular links.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to develop their understanding of different religious and nonreligious world views • Support students in understanding and accepting views that differ from their own • Enable students to discuss and express their beliefs and values in a supportive environment

		allow them to challenge discrimination	
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Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC)			
<ul style="list-style-type: none"> • Exploration of ideas through areas of provision and play • Visits to the local area, including visiting different places of worship and cultural significance • Weekly assemblies with Reverend Sue. • Other visitors in school • School SMSC calendar links • Collapsed curriculum days 	<ul style="list-style-type: none"> • Visits to the local area, including visiting different places of worship and cultural significance • Weekly assemblies with Reverend Sue. • Other visitors in school • School SMSC calendar links • Collapsed curriculum days 	<ul style="list-style-type: none"> • Visits to the local area, including visiting different places of worship and cultural significance • Weekly assemblies with Reverend Sue. • Other visitors in school • School SMSC calendar links • Collapsed curriculum days 	<ul style="list-style-type: none"> • Visits to the local area, including visiting different places of worship and cultural significance • Weekly assemblies with Reverend Sue. • Other visitors in school • School SMSC calendar links • Collapsed curriculum days

The impact of our RE curriculum will be that pupils:

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<ul style="list-style-type: none">• Will begin to understand that			