

WHAT CAN YOU DO?

SPECIAL NEEDS



There's no better place to celebrate the diversity and meaning of RE than in the setting of a special school. Try something new. Explore some different sensory experiences and show parents, carers and visitors that the school values RE.



Bring a new artefact to the classroom A new Buddha statue, image of Krishna or Ganesha, or a Celtic cross could be wrapped up, with children taking turns to unwrap it. They could then show where they

would like to put the new addition to the room and help create a beautiful place to put it, using gold and silver material.



Experience a different festival Taking the theme of Tu B'Shevat (the Jewish New Year for Trees), children could experience a new linked fragrance, such as pomegranate or figs. They could smell, touch and

where appropriate, taste some different fruit, such as Sharon fruit. Children could touch the trees around the school building and make rubbings from the bark.



Make sensory RE umbrellas A sensory umbrella is Flo Longhorn's idea. Create a sensory umbrella based on a religion, with objects hanging from the spokes so pupils can literally be surrounded by

stimulus from the faiths. An Easter umbrella, taken into a sensory room, could include symbols of new life, plastic daffodils, bunnies and chicks as well as crosses made from fluorescent paper or material. Ultraviolet light and Christian devotional music will add to the awe and wonder. www.multi-sensory-room.co.uk



Create RE windows The pupils can make stained glass style windows by putting sticky backed plastic sticky side up over a simple template. The moon and star symbol for Islam could be used.

Add tissue paper onto the plastic and then PVA glue all over to make it stiff and glossy. The end result can be displayed on the windows of the classroom.



Explore a new religion

Teachers, support assistants and pupils can learn together about a new religion. It could, for example, be Zoroastrianism, Jainism, or the Baha'i faith. Pupils could learn Makaton symbols for love, peace, unity and one world. They could recognise the beautiful Lotus Temple in Delhi www.bahaindia.org/temple and the Baha'i nine pointed star and ringstone symbol.



Enjoy a reflective outside

area Create a new peaceful outside space for pupils to sit and reflect, perhaps using a tent with cushions. Windchimes, windspinners and a collection of

squeeze balls and other favourite sensory objects can be added.



Visit a place of worship Visit a place of worship that has many sensory experiences to offer, like a Hindu temple. Pupils can experience some of the elements before the visit, such as ringing a

bell, touching the puja tray, handling murtis, smelling incense sticks and listening to the sound of the aarti prayer.



Go on an RE walk Go into the community, where appropriate, to see signs of religion and spirituality all around. In diverse communities, this could mean visiting an ethnic

supermarket, looking for symbols such as the Sikh khanda symbol on people's cars and houses, or at the clothes that people are wearing. Photographs will help everyone remember their experience. A St Francis walk could concentrate on the natural world around us, with pupils pointing to 'Brother Tree' and 'Sister Flowers' and saying sorry if they accidentally walk in puddles or on insects.



Have an RE disco Choose music for pupils to move to and experience from different faith and cultural traditions. This can include Islamic Sufi music, klezmer from the Jewish tradition, gospel music

from Christianity, songs from Bollywood films, such as Chaiyya, Chaiyya from Dil Se, and dhol drumming from the Punjabi culture.



Join together for an RE

Parade Where appropriate, this could link together two or more schools, special or mainstream, in a big RE event that will promote the creative

arts, values and spirituality, and also generate excitement around the subject.

- The parade can process around the school building, to a nearby school, or, where possible, into the community. Each class can be given a religious symbol as their focus.
- The pupils can explore how special these signs and shapes are to believers by looking at pictures of them, for example, a khanda on a bandana worn by a Sikh. They can decorate their symbol to make it look beautiful. With support, each class can make banners or flags for the parade with their symbol, with support.
- Where appropriate, some pupils can be given simple RE quotations, such as Guru Nanak's 'Love all, help all' or Jesus' 'Love your Neighbour' to decorate and carry. Children can dress up in many colours to show diversity or print sashes to wear with the words RE, or religious symbols on them.
- A bhangra drummer to lead the procession would be perfect. It could be an opportunity to link with a mainstream school to find musicians. Otherwise, recorded celebratory music can be played.
- The procession can end with awards for classes who have best entered into the celebratory spirit. Prizes can be given to individuals who best show the values of the parade, such as helping others, showing kindness, and being accepting and understanding.

