

SEND in RELIGIOUS EDUCATION



Teachers set high expectations for every pupil



H&A

QUALITY FIRST TEACHING IN RELIGIOUS EDUCATION

- language is clear, unambiguous and accessible
- key words, meanings and symbols are highlighted, explained and written up
- instructions are given clearly and reinforced visually
- wording of questions is planned carefully
- questions are prepared in different styles and levels
- alternative communication modes are used where necessary
- where appropriate children are allowed time to discuss answers in pairs
- time to think, time to explain and respect responses to questions
- additional adults used effectively and appropriately to support pupils

SEND STRATEGIES

TEACHERS' COMMUNICATION

- value the importance of RE for pupils with special needs
- use pupils experience of difficulty to develop their capacity to understand searching themes in RE - small group work is important in making space for reflection on experience and meaning
- build on pupils interest in people and what they do
- value pupils use of religious language - some pupils may show a lack of inhibitions in using religious and spiritual language, such as 'soul', 'heart' and 'spirit'
- be sensitive to the variety of pupils' understanding and religious concepts

SEND STRATEGIES

PUPILS' COMMUNICATION

- pupils may show a more intuitive approach to religion and human experience, and this may be expressed through questions, insights or gestures. These moments can display leaps of learning or understanding which are at odds with their understanding of other concepts. Some pupils will show a willingness to share spiritual response
- being a 'No Outsiders' school creates an open and safe space for discussion where other peoples point of view are valued

SEND STRATEGIES

GENERAL

- working walls - accessible, clear, adding new knowledge and vocabulary
- story maps - bring ideas and tricky concepts to life by drawing them out together
- using photographs and audio can help children with learning about events - makes things less abstract and more real
- writing slopes can help children with handwriting difficulties
- break down tasks into smaller chunks or disclose one task at a time can ease cognitive load

our curriculum is accessible to all children



our aim is to enable all children to enjoy success in all areas of the curriculum