



Wardley CE Primary School Curriculum Inclusion Strategies - Religious Education



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in RE. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
<p>Whole School</p>	<ul style="list-style-type: none"> - All adults are aware of individual children’s barriers to learning, so they can best meet their needs. - A quiet, calm working environment, to minimise distractions. - Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on, provide or provide an intervention. - Deploy all adults strategically, to achieve the best pupil outcomes. - All adults modelling accurate and precise subject specific language. - Regular opportunities to revisit prior learning in RE. - A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> - Adults use Blank Level Questioning, appropriate to each child. - Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding in RE. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of historical concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Appropriately challenging subject language used within lessons. - Hands-on practical experiences are built, wherever possible, into each unit, to capture the children’s interest and deepen their understanding of RE disciplinary and substantive knowledge. This can be seen through the school’s use of sensory materials, artefacts, visitors and trips.
<p>Early Years Foundation Stage</p> <p>RE is linked to People, Cultures and</p>	<p><u>Within provision / learning environment</u></p> <ul style="list-style-type: none"> - Giving pupils first-hand experiences, for example, visitors to school, online visits to religious buildings, involvement in festivals; - Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments; - Helping pupils to understand and appreciate their world and its diversity - Use of persona dolls and religious books and stories - Use of religious artefacts

<p>Communities Development Matters area of learning as well as being identified as a stand alone strand</p>	<ul style="list-style-type: none"> - Adults model skills for play and relationship building. <p><u>Within a lesson</u></p> <ul style="list-style-type: none"> - Hands-on practical experiences, starting with things that are familiar to the children <i>Looking at and sharing photographs of family weddings and baptisms</i> - Using sensory materials and resources through sight, touch, sound, taste, or smell, for example, music, tactile artefacts, plants in a sensory garden, food connected to a religion <i>Making/tasting pancakes on Shrove Tuesday, Looking after animals and plants in the garden, Making Divas, Make Mehndi patterns, Explore religious buildings</i> - Short input for lessons - Children will be supported by adults in small groups.
<p>Key Stage 1 & 2</p>	<p><u>Within the whole school</u></p> <ul style="list-style-type: none"> - All learning content has been reviewed so that it is in accordance with the Christian Church's moral teaching to maintain the schools Christian ethos, acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. - Giving pupils first-hand experiences, for example, visitors to school, visits to religious buildings, involvement in festivals <i>Christmas, Easter, Diwali, Hanukkah, Ramadan, Yom Kippur</i> - Organising a range of activities to give personal experiences, for example, visits to a range of environments - e.g. churches, synagogues, mosques <p><u>Within a lesson</u></p> <ul style="list-style-type: none"> - Adults regularly 'check in' with pupils to ensure children with needs are still able to access learning alongside their peers and to know they have a safe space to share experiences. - Adults regularly 'check in' with pupils to assess depth of understanding and provide instant feedback to get pupils back on track - Adults use appropriate non-verbal communication. Include gesture, body language and eye contact. - Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge) - Limit the number of questions asked - Children are given the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.. - Verbal information made visual e.g. word lists, vocabulary lists - Give lots of targeted, focused praise e.g. good listening, good sitting - Use of Blank Level questions targeted and pitched to the children at their correct level - Partner work, supported by an adult, to ensure maximum pupil participation. <i>Supporting pupils during the discussion element of lessons to encourage deeper thinking and understanding.</i> - Careful pairing is encouraged - always use an empathetic, confident and articulate child to model answers and lead discussion. - Careful use of pupils, who are able to model correct use of vocabulary and explain RE concepts clearly to their peers.

- Allow time for children to share their response to posed questions with an adult/peer first, to give them the confidence to share with the group/whole class. Adult to scaffold verbal responses if needed.
- Peers/adults reading questions/information for pupils, if required. *At Wardley, this may involve adults supporting pupils by defining vocabulary and giving real life examples.*
- Adults scribe for pupils, if writing is a barrier to learning, so RE can be the focus.
- Break down learning into manageable chunks, to make it more accessible.
- Scaffolded learning to support pupils to work with greater independence e.g. word banks, visual/picture prompts

Vocabulary

- Reduce the amount of vocabulary within a RE lesson to avoid cognitive overload.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrammes, mind maps (see other ELKLAN resources for extending vocabulary)*
- Where necessary, simplify vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of RE vocabulary and concepts.