



An Inclusive RE Curriculum

Planning Inclusive Lessons

The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger learners and those with SEND.

Learning about religion can present barriers for learners with complex needs because of the abstract concepts involved. For instance, some learners will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, co-operation, conflict and empathy.

Many of these barriers can be removed by using multi-sensory approaches, e.g., through drama and role-play, visits to places of worship, or sharing special meals.

Creating an Inclusive Environment

Seating

- Learner's seating and the main position are planned for the shape of the room.
- Seating positions should allow all learners to communicate, respond and interact with each other and the teacher in discussions.
- Seating allows for peer or adult support.
- Consider seating arrangements to minimise distractions.
- There is room for learners with mobility difficulties to obtain their own resources, equipment and materials.
- Furniture is suitable and learners have the equipment they require e.g. sloping board, foot block.



Sound and Light Issues

- Background noise is reduced.
- Interactive whiteboards are non-reflective to reduce glare.
- There is sufficient light for written work
- Learners use hearing and low vision aids where necessary.
- The teacher's face can be seen- avoid standing in front of light sources.
- Video presentations have subtitles for deaf, hearing impaired and those with communication difficulties.

Resources

- Ensure that resources are accessible and within reach.
- Label resources to encourage independent use, e.g., using images, colour coding, large print symbols as appropriate.

Multi-sensory Approaches

- Lessons to consider learning styles of individuals and feature a multi-sensory delivery.
- Allow time for sensory exploration.
- Use of good-quality artefacts allows learners to understand aspects of different faiths.
- Support learners to explore the wider contexts through stories, films and role play.
- Learner-made videos or digital presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for learners whom writing presents barriers.

Low-arousal Areas

- RE lessons can be overwhelming for some learners- allow learners time and space if overwhelmed.
- A low-arousal area (quiet area with calming, sensory resources) is available for planned and unplanned sensory breaks.
- Allow learning breaks as required.

Unfamiliar learning environment

- Ensure that learners are adequately prepared for visits, particularly to different places of worship.
- Preparation can include the use of photographs, videos, artefacts and personalised social stories, so that learners are not worried about unfamiliar situations.



RE Curriculum Considerations for SEND

Strategies to Scaffold Learning

How can I support learners who struggle to access lessons due to literacy difficulties?

- Dyslexia friendly approaches including the use of pastel colour paper, font size and type.
- Provide numbered points, or bullet points that are easier to follow than continuous prose.
- Consider using visual representations to break up large sections of text, or to explain a particular point in a visual, rather than a written way.
- The use of ICT/ image technology can support the recording process, e.g., creating a storyboard of pictures for writing a narrative about a moral choice or creating an electronic presentation with images, as a response to text.

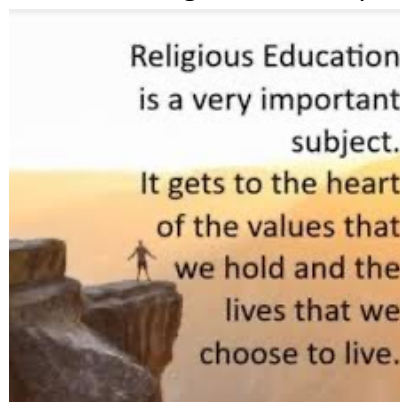


How can I support learners who struggle to retain vocabulary?

- Pre-teach any vocabulary prior to the lesson.
- Embed opportunities to recall key terms within lessons using retrieval practices.
- Provide learners with a word bank of key terms which they can refer to during lessons.
- Refer to language regularly during lessons and, where applicable, throughout the day, as this will embed the vocabulary and build stronger links and associations.

How can I support learners who experience anxiety?

- The learner may find certain subjects difficult to cope with.
- Ensure that the learner is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary, or the activities involved.
- Provide a visual 'help' card; which the learner can use if they feel anxious or overwhelmed, that will allow them to access a safe space to calm down.
- Provide short learning breaks if required.



How can I support learners who struggle with attention?

- Ensure that all adults in the lesson know the learners well and can recognise when to intervene/ enforce rules consistently.
- A non-confrontational approach will help the learner to regulate.
- Consider paired working, or support from a positive role model to support focus.
- Plan movement breaks and classroom jobs for individual learners.

How can I support learners who struggle to access lessons due to co-ordination difficulties?

- Provide a large space for the learner to work in, to move and remain active when completing a task. They may also prefer to stand when handling any equipment/ physical resources.
- Consider alternatives to writing, e.g. word processors, Dictaphones.
- Provide templates with headings and prepare diagrams to label.
- Allow additional time to complete tasks.

How can I support learners who need additional time to develop conceptual understanding?

- Provide pre-teaching opportunities for learners to become familiar with vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Plan small group teaching and adapt lesson concept to meet learners needs.
- Differentiate subject content according to the needs of the learners.

How can I support learners who have sensory issues?

- Choose resources and tasks that support alternative ways of communicating.
- Ensure a low arousal area is available for those learners who may need it.
- Ear defenders can enable learners to partake in lessons or experiences with more confidence.