



# Supporting children with SEND Religious Education



## Maintaining an inclusive learning environment

*See also Supporting Learners with SEND in Writing and Reading*

Teachers can modify the curriculum for RE by:

- maintaining, consolidating, as well as introducing new knowledge, skills and understanding using the syllabus and units of learning as a resource, or to provide a context, in planning learning appropriate to the age and needs of pupils
- accessing RE through personal exploration and contact with a range of people providing a variety of learning environments and contexts in which content can be delivered
- providing a range of teaching approaches to meet the needs of individuals and groups.
- practical activities should be accompanied by visual resources including videos and photos.
- new vocabulary should be introduced, displayed and used in context by adults regularly.
- equipment being broad-based, so that all can access the lesson
- Nurturing independence.

## Strategies to Support Learners with SEND

### Improving access to the religious education curriculum

- using sensory materials and resources through sight, touch, sound, taste or smell, for example, tactile artefacts
- giving pupils first-hand experiences, for example, visitors to school, 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

	<ul style="list-style-type: none"> <li>• helping pupils to understand and appreciate their world and the diversity of cultures around them.</li> <li>• using a range of resources, for example, interactive/sensory stimuli, information and communication technology (ICT), to increase pupils' knowledge of religions and the elements in them</li> <li>• using specialist aids and equipment as appropriate for each individual</li> <li>• providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves</li> <li>• adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, roleplay, drama</li> <li>• being aware of the pace at which pupils' work and of the physical and mental effort required</li> <li>• balancing consistency and challenge, according to individual needs.</li> <li>• Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</li> </ul>
<p><b>Supporting learners who struggle to retain vocabulary.</b></p>	<ul style="list-style-type: none"> <li>• A topic dictionary that learners can keep in their exercise books as an independent reference point may be used alongside a knowledge organiser.</li> </ul>