Inclusion Support Strategies for the Curriculum – Religious Education

Cognition and Learning:	
Learning Challenge:	**Provision:**
Learning objectives may take longer to achieve and information may not be retained or understood.	• Children are given extra time to complete work. • Focus groups with an adult. • Writing structures and writing frames. • Repetition of ideas during lessons. • Summary of main ideas / themes. • Recognition and appreciation of achievement of any objective, from any key stage, irrespective of the chronological age of the pupil is very important for self-esteem. • Rest breaks. • Child is seated near the teacher. • Resources are labelled clearly. • Displays within the classroom. • Questions / tasks are differentiated to allow for different styles/levels of learning for different pupils.
Ability to retain previously learnt information may be hindered.	• A wide variety of experiences such as visiting places of worship and handling artefacts. • Photographic reminders of key learning points. • Photographic and video evidence of the pupils carrying out activities could be provided to help the pupil remember the previous experience and feel a sense of self esteem and achievement.

Communication and Interaction:	
Learning Challenge:	**Provision:**
Understanding and using new vocabulary correctly.	• Explicit teaching of new vocabulary. • New vocabulary displayed with visual aids as appropriate. • New vocabulary limited to manageable number. • Word banks provided.

Difficulty participating in class discussions.	• Structured support for verbal responses (verbal version of writing frames).
	• Carefully considered groupings/pairings with adult support as appropriate.
	• Broad topic and specific lesson questions made accessible by breaking into steps or simplifying.

Social, Emotional, Mental Health:	
Learning Challenge:	Provision:
Anxiety around new sensitive topics being discussed.	• Prepare children for visiting new places - photos, discussion of what to expect etc. to reduce anxiety. • Social Stories. • Discussion with parents.
The child may struggle with relating what has been learnt back to their own experiences.	• Give children time to think about questions before a response is expected. • Reduce reliance on memory by having resources and key learning displayed or modelled. • Teachers consider the background / religious status of the child and how comfortable they may feel during the lesson / subject. • Develop sense of self-identity and personal views/beliefs. E.g. what is my view? Does everyone share the same beliefs?
The child may struggle to maintain focus on the activity.	• For group work - carefully pair the child with a supportive partner / group. • Value the child's verbal answers, rather than being heavily reliant on written work. • Regular rest breaks for focus. • Short, achievable activities.

Sensory and Physical:	
Learning Challenge:	Provision:
Sensory processing issues.	• Consider how different sources could be used to convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos. • Tasks can be split up into manageable steps.

Disabilities such as physical disability, visual impairment, hearing impairment.	• Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc). • Physical and sensory needs taken into consideration in advance of practical work (including school trips, etc) to ensure activities are accessible to all. • Use of range of different resources (for example, planning hands-on practical learning or the use of ICT). • Options to record learning in different ways if appropriate. • Close working links with other agencies supporting individual children.