

SEND in Religious Education

A practical resource

Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves.

Let each of you look not only to his own interests, but also to the interests of others.

Philippians 2:3-4



Introduction

As a diocese we value every child, who is seen as unique in the eyes of God. Therefore, they should be valued regardless of having a label of need or not. Every child is entitled to an inclusive education, this does not necessarily mean specialist. Education for every child should simply be personal, flexible and bespoke. As Judith Carter¹ states we need to consider educational needs for all children and not 'special education' for a few. Key to this is how we have an ongoing open dialogue about the opportunities we provide pupils in our care to access learning fairly and equitably.

Special Educational Needs and Disabilities (SEND) should not be an add on to a child's learning entitlement. As educators we often adapt resources to 'meet the needs of the child' in question but we rarely change an approach. In this resource we consider using the application of concepts within the entitlement of learning offered to every child. Its aim is to provide questions, ideas and ways forward that lead to positive learning experiences and not a list of deficit models that cannot be used, do not work or have no impact on learning.

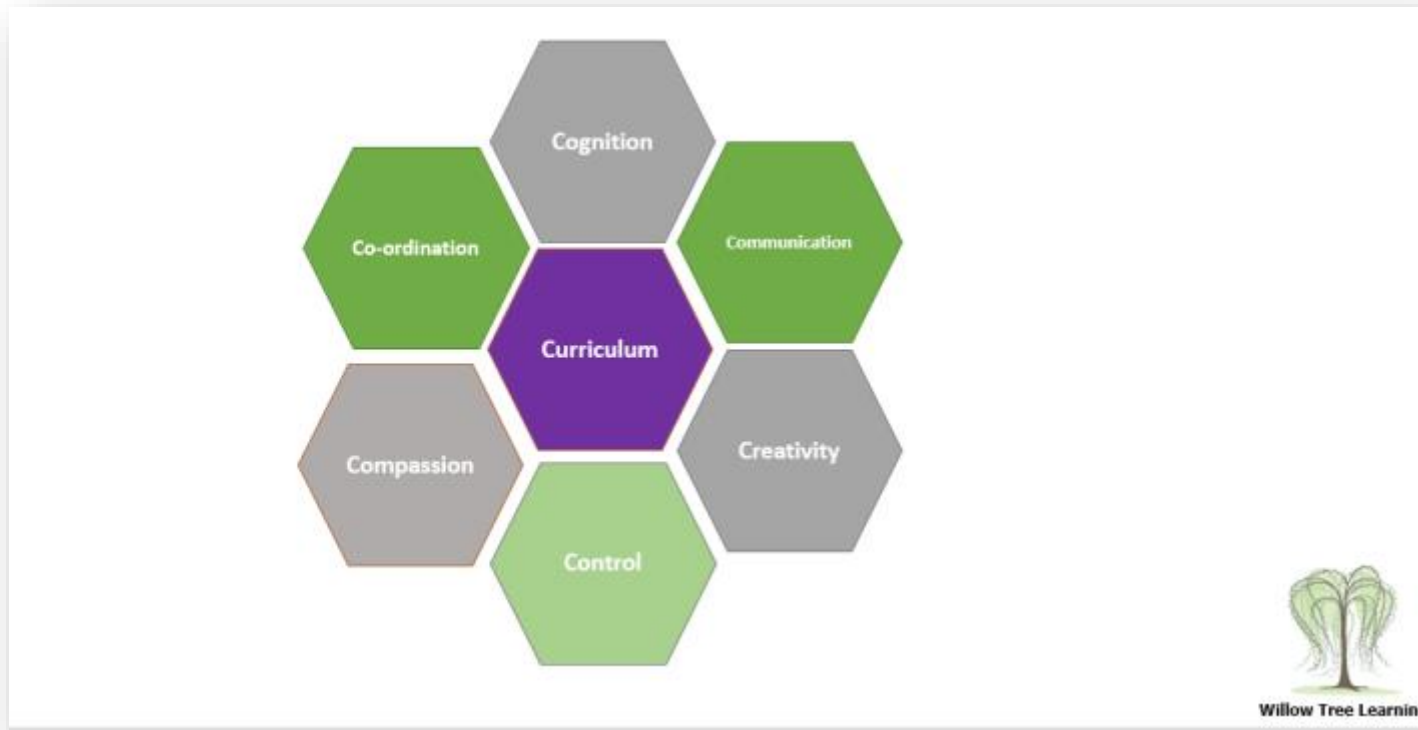
Religious Education (RE) can be a complex and abstract subject for many children. It can seem remote to their own lived experience or too academic in its content and expectations. However, there are clear pathways using the concepts in this resource that can improve the RE pupils encounter in school. The concepts allow children with SEND to effect change themselves. It centres on the 7 C's approach of Judith Carter and places curriculum entitlement at the centre of this. It expects RE teachers to consider what additional or different requirements they need to make to their teaching rather than finding an alternative or replacement RE curriculum for children with SEND in their classrooms.

This resource also draws on work from the RE Council of England and Wales as well as the National Association for Teachers of Religious Education (NATRE) to offer practical ways to ensure children identified with SEND are receiving their entitlement in RE.

¹ Judith Carter SEND Assessment, A strength based framework for learners with SEND (2021) www.willowtreelearning.co.uk

The 7Cs Framework

The aim of the 7Cs framework is to encourage learning conversations beyond the curriculum. It focuses on 7 key areas in these conversations.



Each of the 7Cs offers a structured conversation / process to consider the learning requirements of children with SEND and these can be applied within RE. We can begin by thinking of the main four groups of SEND and the provision we may need to enhance RE lessons to support learning.

Provision and Resources to support learners with SEND in RE2

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Pre-teaching of RE vocabulary taken from Knowledge Organiser Plans • Use of chunking to break down instructions – adding picture references • Widget – include RE vocab • Social stories and visual timetables with RE symbols • Talking partners with clearly defined roles • Concise language – core RE vocab across all areas • Visual prompts • Non-verbal communication systems – photo exchanges, gestures, signals • Equipment lists 	<ul style="list-style-type: none"> • Pre-teaching of new concepts (use of RE Knowledge Organiser Plans to support this) • Mind maps / question dumps • Writing frames • Wordbanks / vocab mats • Talking tins • Alternative ways of recording – laptop, digital camera, scribe etc. • Shared writing • Visualisers • Use of Clicker • Parallel activities towards the same learning objectives • Use of additional visual resources and manipulatives • Use of Jamboard • Note taking to aid recall 	<ul style="list-style-type: none"> • Careful grouping of pupils • Identifying roles within group discussions e.g. scribe, chair, reporter, observer. • Seating arrangements • Brain breaks/ sensory break activities • Trauma informed practice • Use of timers • Now and next boards • ‘5 lives’ so they do not feel pressure to get it right first time • Individual work stations • Feelings trackers 	<ul style="list-style-type: none"> • Larger printed texts • Use of coloured paper • Ear defenders • Sensory/ movement breaks • Pre-drawn tables • Written WALTs • Use of Nearpod • Use of pencil grips, writing slopes, voice recorders • Wobble cushions

The 7Cs Action Cards

Each of the 7Cs has been taken and expanded to provide a structured process to allow RE teachers to think about how they may need to enhance their provision to meet needs of SEND pupils. Each stage of the process follows the same structure:

Adjustment

This considers how the adult(s) may need to adjust their practice, the language they use, teaching approach, methodology taught or pace of the session. The focus is on the adult making changes to meet the needs of the child.

Adjustments are considered as a theme through the contextual elements identified under each of the 7Cs.

Support

This considers how pupils are supported in terms of physical resources, environment and time. The focus is not on attaching an adult to the child but what can be changed to allow independent learning to continue within the context of the whole RE lesson.

Support is considered as a theme through the contextual elements identified under each of the 7Cs.

Intervention

This considers the role of the adult or other adults, how they can be deployed to support in targeted way to ensure inclusion in learning (first quality teaching) and support a growth of the pupil to independent learning wherever practically possible.

Intervention is considered as a theme through the contextual elements identified under each of the 7Cs.

Cognition

Cognition	Working Memory
Speed of Processing	Inference
Anticipation	Reflection
Evaluation	Analysis

Cognition – Adjustment Support Intervention Ideas in RE

<p style="text-align: center;">Working Memory</p> <p>Adjustment: Adult remains mindful of the amount of information the learner is asked to 'hold' and checks out their understanding at the start of a session. Where possible, the adult reiterates key points using simple and concise language combined with a visual prompt of aid. <i>In RE you might use a Knowledge organiser grid to 'park' substantive knowledge learnt or questions to find substantive knowledge.</i></p> <p>Support: Learner uses mind maps, word sheets, visual prompts and note taking to aid recall, or records instructions to play back to self. <i>In RE using a mind map at regular intervals in the enquiry approach will allow pupils to plant new substantive knowledge and not retain everything in their memory therefore not overloading working memory.</i></p> <p>Intervention: Rehearsal of auditory/visual memory skills by playing memory games to attempt to increase efficiency of recall. <i>In RE modelling 'I wonder...' phrases or language to build on ideas 'I like what you said and I think...' will help, playing Would you rather games in philosophy RE sessions warms the memory and justification processes up as well.</i></p>	<h2 style="font-size: 2em; color: white;">Cognition</h2>
<p style="text-align: center;">Inference</p> <p>Adjustment: Adult pauses regularly to ask questions that relate to the information provided. Vary range of questions. <i>In RE this could be whilst handling an object, looking at an image or using a video and pausing at different points.</i></p> <p>Support: Model examples of how to make inferences from text or conversation and make explicit how key words triggered thoughts. Ask learners to highlight key words in text to identify the words that they could use to infer meaning. <i>Using double entry journals in Re or the hidden box activity where the substantive information is recorded on the outside of a cube and the hidden meaning inside.</i></p> <p>Intervention: Explicitly teach how to make inferences pointing out the key words used. Rehearse the skill individually with a learner or in a small group. This could also apply for social inferences using social scenarios, stories or role play. <i>In RE the ways of knowing (methods) we might use for this include questioning, interpreting what might be happening or about to happen, making links to a concept (abstract) and a practice in a religion or worldview.</i></p>	<p style="text-align: center;">Speed of Processing</p> <p>Adjustment: Adult ensures the learner has sufficient time to complete the task or respond to instructions or questions. Information is broken down into smaller chunks. <i>In RE we might use retrieval practice skills like flashback Friday or knowledge dumps / fact table mats to allow children to store and retrieve substantive knowledge.</i></p> <p>Support: Learner works with peer buddy or adult who can prompt, remind or scaffold information. Provide access to visual prompts. <i>In RE we might play alien abduction, philosopher's fruit salad or talk partners to listen, summarise and respond.</i></p> <p>Intervention: Engage with activities that rehearse reaction time, such as hungry hippos, snap, or games that involve being quicker than before. Rehearse comprehension and extraction of key information or words from text and language. <i>In RE we might order practices or concepts using a diamond nine, complete flashback quizzes to record stored substantive knowledge.</i></p>
<p style="text-align: center;">Reflection</p> <p>Adjustment: The adult models reflective comments and observations by integrating statements in to teaching or discussion. This is explicitly labelled as reflection. <i>In RE we use the vocabulary associated with eh enquiry question, we use questioning stems or discussion scaffolds to aid this.</i></p> <p>Support: Specific and structured questions or prompts are used with an individual or small group to scaffold reflection. Visual prompts to remind the learner(s) of key details are used. <i>In RE we would use the ways of knowing to question in different ways e.g. closed, justifying, eliciting, clarifying, exemplifying and testing out.</i></p> <p>Intervention: In pairs or small groups, adult explicitly teaches the process of reflection using questions to revisit information. Learners respond to questions prompted by an adult who may label examples of reflection. <i>In RE we would model the 'I wonders...' or use post its to capture questions, observations and thoughts in response to an artefact, image or sensory experience.</i></p>	<p style="text-align: center;">Anticipation</p> <p>Adjustment: Adult can use structured choices with a learner to encourage anticipation of preference, implications or outcome of an action. <i>In RE we can use a philosophy process to support this e.g the STARS approach or the four steps of respond, reflect, reason, and re-evaluate.</i></p> <p>Support: Examples of consequences are provided to the learner who is then able to explore the likelihood of occurrence and express their own anticipated thoughts. <i>In RE we would model responses, use hot seating, drama or conscious alleys to explore different scenarios or outcomes.</i></p> <p>Intervention: Learner works with small group of peers who ask questions of each other regarding actions and consequences. The questions could be scripted by an adult or prompted by themselves. <i>In RE we might wear viewpoint glasses to explore the different views, roles, responses of people in different situations. Making the physical change by wearing glasses helps the pupil see a different viewpoint.</i></p>
<p style="text-align: center;">Analysis</p> <p>Adjustment: Adults integrate 'what and why' type questions throughout teaching and discussion and explicitly label the process of analysis. <i>Modelling what and why linked to a practice, belief or concept in RE is essential for pupils to understand the lived experience and the social human science aspects.</i></p> <p>Support: The management of information is scaffolded using visual or written reminders and prompts alongside questions such as "what about..?" and "why do you think this?" <i>Having a response board, or an immediate response with guided answers for children to move to allows a structured approach to this in RE, e.g. all believe / none believe with a continuum for pupils to stand on and explain is useful.</i></p> <p>Intervention: Explicitly teach how to identify details and to focus on similarities and differences as well as relevance and impact. Scaffold the process of drawing information together to create an analysis and conclusion. <i>In RE comparing and evaluating to your own personal knowledge is important. Having a safe space to express, respond and compare is essential. This can be in small groups, with an adult or done through a silent activity (e.g. post it note responses)</i></p>	<p style="text-align: center;">Evaluation</p> <p>Adjustment: Adults create a culture of decision making where all learners are encouraged to weigh up information and express a view or preference. <i>In RE we can use a range of tools to support this, such as active listening to two views and deciding which we agree with and why?</i></p> <p>Support: Adult or peer supporters ask questions that promote exploratory thinking of advantages and disadvantages which lead to a decision or verdict. Visual prompts or photos can be used to aid recall and consideration. <i>In RE we need to use our philosophy question stems to open up and explore ideas, providing a scaffold of question stems and modelling respectful answers will support this.</i></p> <p>Intervention: The process of evaluation is explicitly taught individually or in a small group, working through examples and sharing process of exploration leading to a conclusion. <i>In RE this can be simply done by asking the questions tell me something new you have learnt today? Tell me something that you have changed your mind about in today's lesson? Using a knowledge grid to record new ideas, thoughts or concepts is a useful way to capture this too. (This can be individual or whole class).</i></p>

Communication

Communication	Speech - Expressive Vocabulary
Speech - Articulation	Language
Collaborative Conversation	Listening
Social Communication (output)	Social Interaction (input)

Communication – Adjustment Support Intervention Ideas

<p style="text-align: center;">Speech – Expressive Vocabulary</p> <p>Adjustment: Adult and learner develop a non-verbal communication system such as picture or photo exchange or use gesture or other signals to enable communication. <i>In RE we can use symbols or pictures to aid pupil representation, e.g. the 8 concept symbols for Understanding Christianity.</i></p> <p>Support: Learner has access to visual cards or key priority word prompts to aid expressive vocabulary. Adult or peer supporter time is available to promote communication and model vocabulary. <i>In RE we need to share, use, model and revisit the core vocabulary listed on the RE Knowledge Organiser Plans.</i></p> <p>Intervention: Explicit teaching of key and new words to increase vocabulary. Teach category words and prepositions though individual or small group games and tuition. <i>In RE we need to preview the vocabulary to be used, unpack the meaning and share this with pupils.</i></p>	<h1 style="background-color: #e67e22; color: white; padding: 20px; border-radius: 10px;">Communication</h1>	
<p style="text-align: center;">Language</p> <p>Adjustment: Adult ensures the use of concise and accessible language, combined with visual prompts or familiar routines. Check out the learner's understanding by asking them to paraphrase work instructions at the start of an activity. <i>In RE we might associate vocabulary with key artefacts, pictures or images to aid conceptual understanding.</i></p> <p>Support: Provide opportunities for the learner to work with peer supporters who model effective language. Adults may scaffold understanding by combining verbal or written instructions with visual prompts or modelled examples. <i>In RE we can use the enquiry process to bring structure to learning, we can also use structures in philosophy (e.g. STAR format) and scaffolded responses in activities like Godly Play to enable children to understand and use technical language.</i></p> <p>Intervention: Explicitly teach new vocabulary and strategies for clarifying meaning of words including asking Alexa or Siri. <i>In RE using the APP RE Definitions is good to support this.</i></p>		<p style="text-align: center;">Speech - Articulation</p> <p>Adjustment: Adult ensures the learner has sufficient time when attempting to talk. May use an agreed communication board with visual aids to support understanding. <i>In RE using sensory based resources, artefacts or images can provide the scaffold to enable communication.</i></p> <p>Support: Learner works with peer buddy or adult to rehearse articulation within conversations. Adult may help to interpret words if not understood by peers, always checking accuracy of meaning with learner. <i>In RE using talk partners where one listens and summarises, and one speaks uninterrupted is a good tool for developing conversations. Playing the 'would I / should I' game increases articulation.</i></p> <p>Intervention: Engage with activities that explicitly rehearse sound pronunciation and use of key words. Depending on age use singing, rhyme, games etc to rehearse articulation. <i>In RE using picture books (e.g. Thought Adventures from the Philosophy Foundation), hearing the spoken Qur'an etc can enable children to understand and use new vocab.</i></p>
<p style="text-align: center;">Listening</p> <p>Adjustment: Adult to ensure that information is concise and accessible to the learner. Provide a summary of key points and ask the learner to paraphrase. Use the learners name at the start. <i>In RE developing active listening, modelling responses to children and using conversation stems e.g. 'I like what you said and I think...' are useful.</i></p> <p>Support: Provide visual prompts or reminders of key information. Chunk information into small steps, regularly check out the learners understanding. <i>In RE welcoming visitors into the class from world religions and allowing children to ask and interact brings RE alive.</i></p> <p>Intervention: In pairs or small groups, play 'listen and do' type activities that require a specific action linked to an instruction. Use reading comprehension activities verbally and teach the identification of key words to aid understanding. <i>In RE providing structured responses for children to use in their conceptual learning at each stage of the enquiry process allows children to develop critical reflection skills.</i></p>		<p style="text-align: center;">Collaborative Conversation</p> <p>Adjustment: Adult can use turn taking to model and participate in conversation. If learner 'blurts out' information or interrupts, this can trigger 'my turn, your turn' structuring. <i>In RE establishing clear rules for discussion, using an artefact to hold when contributing and when to listen or respond it useful.</i></p> <p>Support: Adult may need to intervene to broker conversation with peers if learner talks at or over peers, refer to turn taking. <i>In RE using a persona doll, to live the RE experience through them re moves the personal link a child may be wary of.</i></p> <p>Intervention: Play structured games that teach and rehearse turn taking and make explicit the components of a conversation through role play or observation. Rehearse social scenarios where conversations will occur and provide opportunities for the application of these skills in 'real' life. <i>Playing RE games such as Philosophers Fruit Salad or using drama such as the Whoosh Bible supports this.</i></p>
<p style="text-align: center;">Social Interaction (input)</p> <p>Adjustment: Adults remain responsive to comments or reactions that may appear unrelated or inappropriate. Remain calm and offer reassurance to the learner. <i>In RE having a question board / dump to 'park' unrelated questions but to not ignore them and deal with them appropriately is essential to ensure pupils are not misguided.</i></p> <p>Support: Ensure that the learner has access to a safe and quiet place for reflection and processing if distressed or confused by the actions of others. Attempt to label feelings expressed. <i>RE should be a safe, respectful space in the curriculum. Developing rules, modelling respectful answers and learning to agree and disagree respectfully is important. Holding the golden rule of everyone's ideas are as important as my own is key.</i></p> <p>Intervention: Explicitly teach and rehearse possible responses to social situations. Ensure the learner has an exit or closing response to say if they are unsure of what else to say, such as 'Ok then.' Introduce a circle of friends or peer supporters. <i>Using role play, Godly Play or structured debate in RE enables respectful and appropriate socialising and collaboration.</i></p>		<p style="text-align: center;">Social Communication (output)</p> <p>Adjustment: Adults remains responsive to comments or questions that may appear unrelated or inappropriate. Seek to 'broker' any discrepancies and relate back to the topic or thank the learner for the idea which can be discussed later. <i>In RE having a way to 'hold' questions and to answer them at appropriate times ensures pupils curiosity is nurtured and not ignored.</i></p> <p>Support: Adult or peer supporters may seek to facilitate shared activities or joint interests to broker communication and interaction between the learner and others. <i>Using a persona doll allows social interaction and the lived experience to happen through the doll. A puppet, soft toy or character created by the class will do the job just as well. It allows you to question, introduce concepts and explore sensitive content through a 'person' rather than yourself.</i></p> <p>Intervention: The explicit teaching and rehearsal of key phrases or sentence starters to aid communication in different contexts. Use social scenarios and stories to aid understanding. <i>Using vocabulary, sentence stems, question stems, scaffolded responses enables pupils to have a structure to the conversations in RE that are central to learning.</i></p>

Creativity

Creativity	Generate Ideas
Problem Solving	Attention
Motivation	Making Things
Courage - Determination	Trust

Creativity – Adjustment Support Intervention Ideas

<p style="text-align: center;">Generate Ideas</p> <p>Adjustment: Adults may vary the modality for expressing ideas, such as the use of words, actions, lego, pictures etc. Adult may give a prompt or an idea ‘starter’ that requires development and promote a culture of thinking and sharing ideas. <i>In RE using an image, artefact or immersive experience may generate ideas. Careful choice and limiting the sensory overload may need to be considered to make it accessible to all.</i></p> <p>Support: Provide suggestions or examples and ask questions of the learner that focus on the feasibility of an idea and express a preference. Use visual prompts or resources to fuel ideas. <i>In RE the Picturing Christianity Image Pack or The Picturing Islam, Picturing Muslims Pack are good structured sources. The new image library from the Jewish Museum, London also is a great resource.</i></p> <p>Intervention: Provide opportunities for the learner to respond to ‘what could happen next?’ questions and promote exploration of ideas rather than the ‘right’ or ‘wrong’ response. <i>In RE, particularly when using drama to freeze frame and pose the ‘what happens next?’ question, or pausing a video are useful tools. The slow reveal of an image is also a good option. Or to break conceptual stereotypes using The Picturing Islam, Picturing Muslims Pack.</i></p>	<h1 style="font-size: 2em; margin: 0;">Creativity</h1>
<p style="text-align: center;">Attention</p> <p>Adjustment: Adult uses the learners name at the start of an instruction. Adults ensure that information is concise and is delivered with the least distractions. <i>Using visually lived images with limited text and key vocab is useful e.g. the Belonging and Believing series of books from Gill Vassey.</i></p> <p>Support: Work with the learner to identify how to filter out distractions eg using headphones, work stations or screens. Vary posture between tasks eg sitting, standing, leaning etc. <i>Choice of resource is key in RE to provide the right depiction – limiting the options or considering the main learning purpose is important. Shorter sessions of handling are also valuable, as is setting up areas with images or artefacts out for children to use or revisit.</i></p> <p>Intervention: Explicitly teach ‘focus’ using a range of short activities such as copying a picture or logo. Increase the duration of time spent on preferred tasks to develop attention span. Vary activities building in sensory or movement breaks. <i>In RE providing a structure to the session that children become familiar with is useful. Opportunities to respond are important. Breaking concepts down into simple steps with breaks between are a useful tool.</i></p>	<p style="text-align: center;">Problem Solving</p> <p>Adjustment: Adults use questions to encourage the learner to identify what information they have and to recall prior experience that may help them. <i>Offering lived experiences, moral or ethical dilemmas and exploring these through drama can enable pupils to apply their learning in RE.</i></p> <p>Support: Learner works with peer buddy or adult who may provide clues or additional information including structured choices to aid thinking. Use worksheets or photos to aid recall. <i>Visual aids, recorded facts, simple stepped learning or scaffolded enquiry frameworks such as the Big Questions Big Answers series from NATRE support RE work.</i></p> <p>Intervention: Explicitly teach problem solving by rehearsing hypothetical situations or scenarios that require resolution. Play games or treasure hunt type puzzles that structure information and encourage the identification of next steps. <i>In RE exploring a range of outcomes or options when applying a belief or worldview is important to develop understanding. Using TrueTube videos for this is a good way in or CBeebies videos as they provide the lived experience.</i></p>
<p style="text-align: center;">Making Things</p> <p>Adjustment: The adults seek to integrate creativity in to teaching and share how they make things, promoting a culture of exploration. Vary the modality of learning, so learners can use a range of stimuli. <i>In RE immersive learning, through dance, food, art, music are all creative ways to learn. Choosing creative responses other than writing also enables pupils to demonstrate their learning.</i></p> <p>Support: Provide opportunities for collaborative projects in pairs or small groups. Use kits or models that provide skill rehearsal and scaffold actions into smaller steps. <i>In RE, creating RE fairs to showcase learning, simple dramatized activities or holding a cultural day with a range of carousel activities will enable pupils to work together.</i></p> <p>Intervention: Explicitly teach skills and techniques such as cutting, measuring and connecting materials and rehearse their application. Explicitly teach how to follow instructions or recipes. <i>In RE, taking children through simple stages to make artefacts e.g. Diva lamps or prayer flags can support them showcasing their learning.</i></p>	<p style="text-align: center;">Motivation</p> <p>Adjustment: Adults can praise and encourage, providing positive feedback and sharing success with others. Develop a whole class positive rewards programme as a motivator. <i>In RE having RE ambassadors or RE learning mentors to promote RE learning is a great incentive. RE awards or celebrations are also important.</i></p> <p>Support: Establish a clear now and next structure so the learner receives a reward or a preferred activity following engagement. Personalise rewards so they have direct meaning for the learner. <i>RE often is multi-layered so breaking activities into shorter steps with successes celebrated will motivate pupils to continue.</i></p> <p>Intervention: Use coaching techniques to encourage the learner to set goals and next steps. Promote the visualisation of achievement and success and link these to positive feelings. <i>When we assess in RE both formally and informally, we need to be offering next steps linked to getting better in RE rather than literacy based. (Ofsted Research Review 2021).</i></p>
<p style="text-align: center;">Trust</p> <p>Adjustment: Adults should remain consistent fair and predictable in interactions with learners, projecting trust and positive belief in all. <i>We need to ensure RE demonstrates the cultural and intellectual diversity in the world around us. When we present learning in RE we need to be mindful of what the images etc might be saying to the pupils.</i></p> <p>Support: Use visual reminders such as class agreements or codes of conduct to remind learners or expectations. Refer to prior positive experiences and label feelings and emotions. <i>Using scaffolds, knowing the multi-disciplines of RE and what they mean are useful ways to keep expectations clear. Exemplifying with pupil work makes it concrete.</i></p> <p>Intervention: Explore the meaning of trust working with the learner individually or in a small group. Share social scenarios or stories that illustrate times of trust and feelings of disappointment, encourage the learner to relate to themselves. <i>Using stories from religions and worldviews can help support pupils in their understanding of society, e.g. Christian parables, Islamic traditional tales (Books at Press) offer learning and understanding into different social contexts.</i></p>	<p style="text-align: center;">Courage - Determination</p> <p>Adjustment: Adults create a culture of ‘having a go’ and label actions that show courage and determination. <i>Encouraging responses and I wonders in RE breaks down barriers, removing the fear of getting it wrong by respecting all contributions aids this.</i></p> <p>Support: Build in an expectation of mistakes by introducing “5 lives” or attempts, so the learner does not become despondent. Praise and model sustained effort and celebrate achievements. <i>In RE verbal feedback modelled in responses in discussions is important ‘I like what you said about x.. I think y..’</i></p> <p>Intervention: Use coaching techniques to identify goals and aspirations and the actions that are necessary for achievement. Explicitly describe feelings of bravery and link these to stories or scenarios to aid understanding. Provide a range of new experiences and label the learners positive responses to these. <i>In RE using the Hindu god stories or the old testament stories are useful to illustrate resilience, courage and perseverance.</i></p>

Control

Control	Self Regulation
Behaviour for Learning	Anxiety Management
Confidence	Resilience
Language of Emotions	Independence

Control – Adjustment, Support & Intervention Ideas

<p style="text-align: center;">Self Regulation</p> <p>Adjustment: Adult remains vigilant and anticipates ‘warning’ signs or triggers. Applies positive redirection or calm reminder of action to take eg, time out engaging with preferred activity. <i>In RE, acknowledging challenge, talking through what is going to happen and preparing children for immersive learning or debate is important.</i></p> <p>Support: Creation of ‘safe’ space for learner to retreat to. Access to ‘calm’ box of soothing toys or resources chosen by learner for use when losing regulation. <i>In RE, having an agreed breathing space, quiet time, reflection or get up and do time to maintain a balance of consistency is important.</i></p> <p>Intervention: Explicit teaching of language of emotions and actions associated with each feeling. Sign posting to individual triggers and indicators of distress combined with positive calming actions. Teach mindfulness techniques for learner to try. <i>In RE, modelling respectful and appropriate contributions is important. Reflecting together on is my contribution relevant, does it help and am I moving learning forward? Are useful tools.</i></p>	Control
<p style="text-align: center;">Anxiety Management</p> <p>Adjustment: Adult anticipates potential triggers and provides advanced warning and preparation. Remain calm and reassure safety. Use questions as reminder of own strategies. <i>Using Godly Play is a great way to explore complex concepts in a calm and non-threatening way. Reflective story telling or projecting learning and lived experience through a persona doll or character can diffuse emotional stress.</i></p> <p>Support: Access to comforters eg, preferred toy, book, music or tablet for distraction. Personalised calming box of resources and access to safe place. <i>Creating a class persona character to explore the concepts in RE makes the learning detached and less confrontational. Or using props such as Kitten toys from The Seven Kitten (Gill Vassey) can help.</i></p> <p>Intervention: Explicitly teach CBT techniques such as thinking bias and automatic negative thoughts and encourage learner to consider likelihood of occurrence. Rehearse actions to take when anxiety increases. <i>In RE being alert to pupils finding learning a challenge and eiethrr stopping the activity, moving to something different or offering support to guide them through is important. Planning ahead with alternative options is important. Preparing children for seeing, hearing, feeling or smelling something very different is important.</i></p>	
<p style="text-align: center;">Resilience</p> <p>Adjustment: Adults model perseverance by demonstrating uncertainty and sustained effort. They create a culture of “try and try again” rewarding effort and learning associated with effort. <i>In RE, modelling the I wonders..., curiosity and possible solutions verbally and with our bodies offers a scaffold for pupils.</i></p> <p>Support: Time to work with peers and or an adult engaging in activities that will lead to success and enjoyment. Promote opportunity for learner to apply strengths and to talk about skills. <i>Constructing collaborative learning, sessions based on discussion and reflection, sessions that nurture awe and wonder are the building blocks of a good RE lesson for ALL pupils.</i></p> <p>Intervention: In pairs or small groups, adult explores feelings and behaviour that promote resiliency. Learners engage in ‘difficult’ tasks collaboratively, sharing strategies and next steps. Teach language of resiliency and belief. <i>In RE, working in pairs collaboratively often starts with verbal rehearsal and discussion or role play.</i></p>	<p style="text-align: center;">Behaviour for Learning</p> <p>Adjustment: Adult provides explicit description of positive behaviours for learning and explains their relevance. Praise learners adopting the behaviours. Reduce distractions and consider the learners proximity to the adult. <i>In RE offering the right role models and scaffolds is important. Celebrating peers who demonstrate these, modelling them consistently as an adult or breaking expectations down into smaller achievable stages are ways forward.</i></p> <p>Support: Learner has access to a work-station for specific tasks. Access to headphones to screen out distractions, adult reminds and positively reinforces attention and focus. <i>Ensuring RE is of equal access to all pupils and how or where they learn has the necessary resources and tools to allow them to access learning is important. Picture cards, vocab cards or cue are a good element to include.</i></p> <p>Intervention: Explicitly teach listening and attention skills, where appropriate, teach note taking and or mind mapping. Rehearse independent skills and using a resource checklist. <i>In RE agreeing suitable listening and speaking rules, using objects to support this and praising when it happens reinforces this structured approach.</i></p>
<p style="text-align: center;">Independence</p> <p>Adjustment: Adults use questions to encourage learner to ‘self-solve’ issues or uncertainties. Ensure tasks are differentiated and accessible for all. <i>All children in RE should have equal access to learning, we need to break barriers by presenting it in a visual way, using debate and discussion to explore our thinking and not relying on writing as the way to measure outcomes.</i></p> <p>Support: Adult may mediate learning by asking questions and providing prompts to scaffold participation. Adult does not sit next to the learner, but offers support, moves away, then returns. <i>When pupils sit to work in groups in RE we need to mix them up so they do not rely on the same people, playing warm up games to move them around e.g. swap places if you like green, move one space if you think x?</i></p> <p>Intervention: Explicitly teach learning routines and provide independent prompt sheets and checklists for learner. Teach strategies or questions the learner can ask of themselves to complete tasks. Identify prior success and strengths. <i>In RE teaching the ways of knowing for each discipline is important. Using these different methods of learning will allow children to understand the discipline they are using to look at RE through e.g. Philosophy is about thinking – methods will include: listen, deduce, reason, describe, explain, negotiate, summarise, evaluate etc.</i></p>	<p style="text-align: center;">Confidence</p> <p>Adjustment: Adult models the use of positive ‘I can’ statements and projects belief in capacity of learners. Use questions to encourage learner to identify strengths and success. <i>In RE we start with a Big Question that often leads to pupils asking lots more questions. We need to record these, include them in learning and satisfy pupils by finding answers together.</i></p> <p>Support: Provide resources that learner associates with success of feeling valued, eg work with class mascot/toy or use ‘special’ pen. Work in groups with positively assigned roles. <i>In RE we can have roles assigned dependent on tasks, many involve speaking and listening, so two fundamental roles are speakers and listeners. Both are linked together by thinkers.</i></p> <p>Intervention: Explicitly ‘teach’ confidence to the learner by focusing on occasions when they have felt confident. Use stories to help define what confidence looks and feels like. Encourage learner to ‘notice’ such times and record in diary/voice recorder. <i>Using stories from RE to show this strength is important e.g. Joshua and Caleb, Moses Parting the Red Sea, Daniel in the Lions Den.</i></p> <p style="text-align: center;">Language of Emotions</p> <p>Adjustment: Adults integrate language of emotions within interactions and use rating scales to express their own feelings. <i>The use of persona dolls or character sin RE allows you to model this and discuss this explicitly with pupils.</i></p> <p>Support: Use of visual images or cards to help learner track feelings during a day. Record feelings in a diary or book. <i>Starting and ending a session with how pupils feel about their RE learning is useful. Or framing it with tell me something new you have learnt in todays session...</i></p> <p>Intervention: Explicitly teach language of emotions and encourage learner to identify events or actions that have triggered feelings. Alternatively use stories to illustrate feelings and describe how people look and act when they feel a certain way. Encourage learner to identify images and the feelings they present. <i>Using stories from RE to illustrate emotions is important and useful e.g. Rama and Sita, the story of Easter, the story of Passover.</i></p>

Compassion

Compassion	Friendships
Turn Taking	Empathy
Sense of Justice	Self Esteem & Wellbeing
Self Efficacy	Support for Others

Compassion – Adjustment, Support & Intervention Ideas

<p style="text-align: center;">Friendships</p> <p>Adjustment: Adult provides opportunities for learner to work with peers and seeks to 'broker' friendship via shared experiences. <i>In RE we need to foster children working together e.g. talk partners, I speak you listen and summarise, question creating together.</i></p> <p>Support: Adult teaches structured games to learner and small group or peers to facilitate structured interaction at unstructured times. Set up 'friendship bench' or interest club for peers. <i>In RE we can develop this by looking at some of the key concepts in religion such as charity, care for the world and community living.</i></p> <p>Intervention: Explicitly teach how to initiate interaction and rehearse 'ice breakers.' Consider setting up a 'circle of friends' to look out for the learner during break and lunch times. <i>In RE we can do this through the use of persona dolls or belief characters, through stories such as Father Freddie (Gill Vassey).</i></p>	<h1 style="color: white;">Compassion</h1>	
<p style="text-align: center;">Empathy</p> <p>Adjustment: Adult integrates examples of empathy by labelling 'possible' feelings of others when reading stories or in conversation with learners. <i>In RE it is important we explore the lived experience of different beliefs. Empathy is a hard concept for children, but by exploring a religion through the eyes of a believer (Belonging and Believing series) or a persona doll we can explore this through other means.</i></p> <p>Support: Adult may need to intervene in discussions or interactions to pose questions to explain impact of actions on feelings. Adult can signpost feelings using emoji cards. <i>In RE we can explore core concepts of belief through emotion, including the key rights of passage in life through festivals and celebrations. Compare these to our own experience and those of different worldviews e.g. humanism.</i></p> <p>Intervention: Explicitly teach a range of emotions and feelings and discuss the presentation of these in ourselves and others. Rehearse skills by looking at photos, stories or film clips and use emoji cards to select feelings. <i>In RE we can use image resources e.g. Picturing Christianity, Picturing Islam, Picturing Muslims or the London Jewish Museum Picture Bank. Films from BBC or Understanding Humanism are also excellent options. Animations from RE:Quest or Saddleback Kids.</i></p>		<p style="text-align: center;">Turn Taking</p> <p>Adjustment: Adult models the phrase of 'my turn, your turn' when discussing or interacting with learners. Adult facilitates opportunities for structured games or interaction. <i>RE is often based on discussion, so establishing a structure to discuss respectfully, taking turns by/ when holding an object etc is important.</i></p> <p>Support: Learner works with peer buddy or adult to rehearse turn taking when playing games. Use physical resource such as tapping a bell to indicate my turn your turn. <i>RE sessions either start, include or end with a circle type activity. The purpose of this is important when we plan, is it to introduce, reflect and evaluate or summarise and review our learning?</i></p> <p>Intervention: Adult explicitly teaches 'my turn, your turn' and rehearses skill regularly by engaging with a variety of games or activities. <i>In RE the teacher is key to modelling and crafting the development of children's ability to take turns and be respectful in their learning.</i></p>
<p style="text-align: center;">Self Esteem & Wellbeing</p> <p>Adjustment: Adults model the use of positive language and praise and create a culture of recognition and compliments. Adults ask learners to identify what they think they have done well and why this is useful. <i>In RE it is important to provide opportunities for pupils to reflect on learning, apply new substantive knowledge and demonstrate understanding. Express activities are good for this in the learning cycle – these might include creative responses e.g. art work, models etc or written records such as fact sheets, tweets or thought bubbles.</i></p> <p>Support: Specific and structured questions are asked of a learner to encourage reflection on success and strengths. They choose from examples what they think is successful. <i>In RE we need to remember to respond to the Big Question of the enquiry – giving pupils the opportunity to express their understanding and applying their substantive knowledge is key to this.</i></p> <p>Intervention: In pairs or small groups, learners explore an 'about me' activity where they identify strengths, positive attributes and successes. Coaching techniques can be used. <i>In RE it is useful to reflect on our own beliefs compared to those studied. This can be a 'rooted' activity that allows the pupil to think about themselves.</i></p>		<p style="text-align: center;">Sense of Justice</p> <p>Adjustment: Adult establishes and refers to a consistent and 'fair' classroom culture with clear expectations regarding interactions and an agreed code of conduct. <i>In RE we must ensure respectful learning and comments take place. Adults need to model this, show inclusivity in their responses and value in all responses.</i></p> <p>Support: Use structured dialogue to understand conflict and to provide guidance for resolution. Establish peer supporters or provide adult time to listen to accounts or concerns. <i>In RE we need to show value to all contributions and to include everyone in this. Framing responses and feedback is crucial in enabling this e.g. 'thank you for what you said, I like.. I think...' are useful ways to model it.</i></p> <p>Intervention: Explicitly teach tools for managing and resolving conflict and frustrations including 'restorative' type approaches. Rehearse the application of these using role play based on stories or social scenarios, promoting fairness. <i>In RE we need to set from an early stage the understanding that it is okay to disagree and have our own ideas. That everyone is valued and no idea is better than any other. Playing games like would you rather... encourage difference and acceptance.</i></p>
<p style="text-align: center;">Support for Others</p> <p>Adjustment: Adults provide opportunities for learner to work or play alongside supportive peers. Label positive support shown by peers defining why this was supportive. <i>In RE we may need to offer adult support to scaffold pupils accessing learning and maintain consistencies, e.g. working with a small group to guide them through a task, helping to order ideas or structure responses verbally.</i></p> <p>Support: Teach team or paired games and promote collaborative and supportive interaction. Model support and praise and ask learner to 'notice' support from others. <i>Other adults in RE need to sensitively allow children to rehearse what they wish to contribute without placing their own views on to them.</i></p> <p>Intervention: Explicitly teach when an action or behaviour is supportive and helpful or destructive and negative. Discuss associated feelings and rehearse 'scripts' or conversation starters that could promote positive interactions and support for others. <i>If in RE negativity or disrespectful comments occur then we should deal with this as a learning opportunity and also consider the personal knowledge a child may have and the influences on this outside of school.</i></p>		<p style="text-align: center;">Self Efficacy</p> <p>Adjustment: Adults promote individual efficacy by asking learners to choose resources and equipment to use for tasks and using structured choices help the learner to make decisions. <i>In RE we want to promote efficacy by providing opportunities pupils wish to select ways to respond or explore their learning and not set these rigidly. E.g. drama, or creative responses may offer greater learning than writing to many.</i></p> <p>Support: Adults encourage learners to share ideas and information and feedback to class or small group. Learner selects and leads others in an activity or game. <i>Adult in RE need to act as facilitators to pupils ideas, offering structures to allow this to happen and satisfy pupil engagement. Sometimes it could be offering an immediate response (hands up / down) or asking questions to elicit deeper thinking.</i></p> <p>Intervention: Explicitly demonstrate learner's independence and impact by enabling play or self directed learning. Structure questioning to support development of idea but ensure that ownership is with the learner who can self determine actions. <i>In RE often the express stage of the learning enquiry is when we can present a menu of responses for pupils to select how they wish to demonstrate new substantive knowledge and understanding.</i></p>

Co-ordination

Co-ordination	Fine Motor Skills
Gross Motor Skills	Sensory
Mobility	Stability & Balance
Posture	Sensory Processing

Co-ordination – Adjustment, Support & Intervention Ideas

<p style="text-align: center;">Fine Motor Skills</p> <p>Adjustment: Adult ensures access to alternative means of recording or adjusts recording requirements so learner can work within a pair or small group. <i>In RE we can record using video, art, by adults writing verbal contributions on post-it notes.</i></p> <p>Support: Learner has access to a variety of aids or adapted equipment including pencil grips, writing slopes, laptop, voice recorder. <i>In RE we may also need to consider the sensory resources we may use. How we may need to not overload visual images to ensure the primary learning is not lost.</i></p> <p>Intervention: Individual programme to rehearse fine motor skills including vertical, horizontal and circular mark making in isolation and activities to develop fluency and control of distal muscles eg, cutting, threading, pinching, colouring, weaving etc. <i>In RE we need to consider any additional support programmes identified to meet individual needs.</i></p>	Co-ordination	
<p style="text-align: center;">Sensory</p> <p>Adjustment: Adult may adapt mode of communication to overcome sensory barriers eg, use of microphone & hearing loop. <i>In RE we need to think of the different needs of our pupils and how it is best to present the learning – sometimes small groups may be better.</i></p> <p>Support: Access to auxiliary aids as deemed appropriate. Adult may attempt to overcome barriers by describing or using alternative means of communication eg, braille or sign. <i>In RE we might need to provide appropriate aids to support learning – some can be accessed at Ealing Grid for Learning (RE) or the RE Council guidance for SEND and RE.</i></p> <p>Intervention: Explicitly teach other means of communication where sensory barriers exist. Promote and refine other sensory experiences. <i>In RE we need to consider the best way for children to express their views, ideas and learning. This might be an adaptation of the core learning or a separate small stepped programme that sits alongside.</i></p>		<p style="text-align: center;">Gross Motor</p> <p>Skills Adjustment: Adult ensures accessible physical environment and uses equipment or aids to enable participation. <i>In RE we need to enable full access and adapt physical boundaries or barriers in RE. this can include accessing places of worship – so virtual options may be appropriate.</i></p> <p>Support: Learner has access to adapted equipment which enables engagement. Learner may require physical support to complete certain tasks or movements. <i>This could be adapted resources in RE, or specific resources to support the physical additional needs of the pupil.</i></p> <p>Intervention: Explicit teaching and rehearsal of individual skills as required. Learner may need to follow an individualised programme to develop fluency and accuracy with jumping, hopping, running, walking, throwing, catching or kicking a ball. <i>In RE we need to plan to meet the needs and adaptations for physical needs. Planning ahead and considering reasonable adjustments to include very pupil is essential.</i></p>
<p style="text-align: center;">Stability & Balance</p> <p>Adjustment: The adult ensures equality of access to learning tasks by adapting materials or requirements as necessary. <i>In RE this may affect the planned visits to places of worship and a pre-visit to ensure disabled access is appropriate. It may include individual risk assessments or additional adult support for the day.</i></p> <p>Support: Specific and personalised aids as required such as, standing frames, supportive cushions, sloping desks etc. <i>In RE this may also include careful selection of the type of artefact or material of the artefact we might use, e.g. olive wood figures for sensory work or artefacts that are less fiddly to hold.</i></p> <p>Intervention: Implement an individualised learning programme as suggested by a physio or occupational therapist. Liaise with learner and their family to identify key activities for rehearsal. <i>When we consider the content of RE lessons we may need to fit the learning to the pupil and tailor this to their additional needs without losing the content or expectation in learning.</i></p>		<p style="text-align: center;">Mobility</p> <p>Adjustment: Adult regularly reviews tasks to ensure that no learner is disadvantaged or prohibited from participation due to the mobility demands of a task. Adjust outcome or expression. <i>In RE this may include how and where circle activities take place, the need for soft furnishings for comfort or the inclusivity of using chairs to accommodate a wheelchair at the right height.</i></p> <p>Support: Promote the independent use of aids or equipment that enable movement and engagement. Rehearse use and ensure access barriers are overcome. <i>In our RE lessons we need to ensure accessibility is considered, or if we are visiting a place of worship accessibility on site.</i></p> <p>Intervention: Where appropriate, implement an individualised physio or occupational therapy programme to develop movement and mobility. <i>In our RE lessons we might need to include some of the physical programmes a pupil needs to practice skills in different learning contexts. E.g. sitting on a balance ball while working or a wobble board.</i></p>
<p style="text-align: center;">Sensory Processing</p> <p>Adjustment: Adult audits sensory environment considering sensory demands on learner, making changes or adaptations where necessary. <i>In RE we may need to carefully consider or prepare the pupil for certain sensory experiences e.g. taste, texture, touch or sound that may be over stimulating. If possible, seek alternative less stimulating examples.</i></p> <p>Support: Introduce equipment to help filter sensory information such as headphones and sunglasses to help screen out sounds and sights. <i>In RE we need to consider the need for such resources and how it may impact on the intended learning experience of the pupil and their peers. It may be we need to undertake the learning in several different ways to meet all needs.</i></p> <p>Intervention: Explicitly rehearse sensory skills so learner gains more experience processing information, such as blowing bubbles, chewing, singing, tracking lights. Where appropriate implement an individualised programme. <i>In RE we may need to repeat learning more than once to ensure pupils become adjusted to the sensory elements and experience the learning intended.</i></p>		<p style="text-align: center;">Posture</p> <p>Adjustment: Adult adapts environment to accommodate range of working positions, including sitting at desk, standing at desk, laying on floor or cushion. <i>In RE we may need to think about the types of adjustment in the environment needed to ensure pupils encounter learning fully and inclusively e.g. sharing an artefact at a table and not on the floor.</i></p> <p>Support: Integrate regular breaks and provide opportunities for movement between tasks. Audit seat height and provide foot guide or seated cushions to promote effective posture. <i>In RE we may need to reduce our learning session or introduce more breaks to ensure small steps are achieved within bigger concepts e.g. salvation may need breaking down to small stages of learning that build to full understanding.</i></p> <p>Intervention: Rehearse core muscle exercises following an individualised programme. Audit preferred seating positions and promote fluency of transitioning between spaces. <i>In RE we may need to think about the ways to respond to learning and how we need to bring this to the pupil rather than expect the pupil to move to the learning, e.g. children retelling Godly play stories may need the resource brought to them rather than accessing it on the floor.</i></p>

Curriculum

Curriculum	English
Maths	Science
Art & Music	History & Geography
Computing	PE & Sport

Curriculum – Adjustment, Support & Intervention Ideas

<p style="text-align: center;">English</p> <p>Adjustment: Adapt the task to overcome barriers to learning such as reading, writing or spelling, providing alternative means of expression or recording.</p> <p>Support: Provide key word sheets, sentence starters, letter prompts and word builders. Encourage learner to use a laptop with read aloud text or a reader pen or voice recorder.</p> <p>Intervention: Explicitly teach rules and strategies for reading, writing and spelling. Baseline skills and target next steps using direct instruction, interleaved learning and provide short but regular opportunities for rehearsal.</p> <p><i>In RE this could be less text, using picture references etc. Avoiding worksheets, provide word banks with pictorial references. When recording include voice recordings or video, adults to scribe.</i></p>	<h1 style="font-size: 2em;">Curriculum</h1>
<p style="text-align: center;">Science</p> <p>Adjustment: Adult ensures availability of visual prompts or modelled examples of concepts. They integrate key vocabulary and check out the learner's understanding at the start of a task.</p> <p>Support: Provide vocabulary or equipment lists relevant to the topic and structured recording forms. Promote peer collaboration/discussion, ensuring positive role models in each group.</p> <p>Intervention: Explicitly teach and rehearse key concepts and vocabulary, defining the relevance and links between topics.</p> <p><i>In RE we would encounter science through conceptual learning or comparative such as the Humanist view. We would promote positive role models that break stereotypes such as an Astrophysicist who believes in God.</i></p>	<p style="text-align: center;">Maths</p> <p>Adjustment: Adult interleaves prior learning to prompt and remind learner of relevant rules and procedures.</p> <p>Support: Learner works with peer buddy or adult who can prompt, remind or scaffold information. Provide access to visual resources and aids.</p> <p>Intervention: Explicitly audit existing skills and target rehearsal of gaps or uncertainties. Provide regular opportunities for revision and use reference books or sheets to aid independent recall of information. Make explicit the implicit regarding the purpose and application of key concepts.</p> <p><i>RE is a great place to include maths, sorting and comparing beliefs and practices using Venn diagrams, human bar charts, infographics to represent stories (e.g. Infographic Bible) are practical tools.</i></p>
<p style="text-align: center;">History & Geography</p> <p>Adjustment: The adult adapts materials and content to ensure access for all learners. The relevance and potential application of information is made explicit to all learners.</p> <p>Support: Learners have an opportunity to work with peers or in groups with an adult to explore information in more detail. Questions are used alongside prompts or artefacts to promote thinking and encourage motivation.</p> <p>Intervention: The adult explicitly teaches key concepts as pre-teaching to enable access and scaffold understanding. Concepts and vocabulary are personalised for the learner.</p> <p><i>This supports the lived experience in RE and provides the contextual and cultural encounters in RE. sources of authority and artefacts are a key component.</i></p>	<p style="text-align: center;">Art & Music</p> <p>Adjustment: Adults promote a culture of exploration and encourage effort. Equipment is available for independent rehearsal and adult integrates skills in to teaching.</p> <p>Support: Equipment is adapted where necessary to promote access. Skills may be isolated for structured rehearsal and additional resources or examples are shared with learners.</p> <p>Intervention: Isolated skills are explicitly taught and regularly rehearsed by the learner. Individually or in small groups, prior examples are shared and discussed with opportunities for personalised replication.</p> <p><i>This supports the expression of belief and ritual practices in RE. It also contributes to the diverse images and cultural dimensions of RE. it is often this aspect of the curriculum that provides access to learning for pupils with additional needs.</i></p>
<p style="text-align: center;">PE & Sport</p> <p>Adjustment: Adults adjust expectations, rules or activity content to accommodate individual needs, setting personalised targets or a range of related tasks.</p> <p>Support: Adapted or modified equipment may be available to learners, to aid access to the activity. Skills may be isolated and their application scaffolded for rehearsal.</p> <p>Intervention: Explicitly teach methods and skills to develop greater efficiency, fluency and accuracy. Watch professional games and identify skills applied and set personal goals for improvement.</p> <p><i>Physical activity in RE is essential for some pupils to engage them. Making RE kinaesthetic through experiences or through responding to learning may engage or break barriers down. The Diocese of Norwich Sports Ministry Resources fully support this.</i></p>	<p style="text-align: center;">Computing</p> <p>Adjustment: Adults integrate IT in to all aspects of learning and model the efficiency and potential of devices. Learners can use equipment as a chosen method for expressing their work.</p> <p>Support: Adult or peer supporters provide visual or verbal guidance to aid independent use of equipment. Film clips or presentations are available as prompts.</p> <p>Intervention: Explicitly pre-teach skills, vocabulary and the method of using equipment so the learner is able to rehearse and apply skills of application.</p> <p><i>Computing is a key element to RE learning, both as a medium for recording learning and overcoming barriers in RE but also as a mean to virtually explore religion and belief.</i></p>

Planning RE Using the 7Cs Concepts

When planning RE using the 7Cs we need to consider each one in relation to the RE Big Question that the enquiry of learning is based on. We also need to think of the adjustments needed within the 5 stages of the enquiry process as they may look different at each stage:

5. Express

This final stage is the response a pupil makes to the BIG Enquiry question. It is designed to demonstrate understanding and showcase learning of new substantive knowledge. The most relevant 7Cs here are COGNITION, COMMUNICATION and CREATIVITY.

4. Evaluative

This stage really develops the ways of knowing/ methodology of the disciplinary lens being used. It sharpens the use of substantive knowledge by asking children to evaluate, critically reflect, summarise and analyse. The most relevant 7Cs here are COMMUNICATION, COGNITION, CONTROL and CURRICULUM.

On the next page is a suggested planning format that considers the key components.

1. Engage

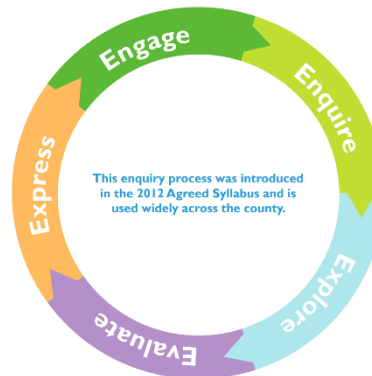
This stage is usually based on discussion and may be looking at an artefact, image or video. We need to consider the 7Cs most relevant here would be COMMUNICATION, COGNITION and CONTROL. How we develop vocab, use vocab, question, discuss and manage children's curiosity will be key to success.

2. Enquire

This stage is where questions, ideas and concepts begin to take shape. Pupils take some ownership of their learning. The most relevant 7Cs here would be COMMUNICATION, CONTROL, COGNITION and COMPASSION. A skill being developed is listening, working together to agree and valuing others contributions and ideas.

3. Explore

This stage is where the teaching and learning of the substantive knowledge happens, it is also where the ways of knowing / methodology linked to the disciplinary approach in RE becomes obvious. The most relevant 7Cs are COGNITION, CREATIVITY, COMMUNICATION and CURRICULUM.



RE Big Question / Unit:			Core Substantive Knowledge to be Taught:
7Cs	Focus	Activity / Resources	
COGNITION <i>Working memory, inference, speed of processing, evaluation, analysis & reflection</i>			Ways of Knowing / Methodology to be Developed:
COMMUNICATION <i>Vocab, conversations, listening skills, interaction and collaboration</i>			
CREATIVITY <i>Ideas, problem solving, attention, making things, motivation, trust and determination</i>			
CONTROL <i>Self-regulation, behaviour for learning, confidence, resilience and independence</i>			
COMPASSION <i>Turn taking, teamwork, empathy and self-efficacy</i>			
CO-ORDINATION <i>Fine / Gross motor skills, sensory, mobility, balance and posture</i>			Challenges and Dilemmas
CURRICULUM			
Connection to the lived experience			Symbols, Artefacts and visual aids to make it relevant and accessible

Good RE will look different depending on the needs of the pupil.

Complex Needs	Specific Learning Difficulties	<u>Complex Needs – How they can be met in RE?</u> - RE will need to be tailored to be unique to the child (this could be through resources, content or structure). –RE may need to include awareness of themselves and learning may need to be through their senses or emotions. –RE should be a peaceful and calming experience.
Moderate Learning Difficulties	Emotional / Behavioural Difficulties	

Specific Learning Difficulties – How they can be met in RE?

- The choice of media such as story or music may be a hook into RE.
- Often a focus on routine and ritual in RE sessions is useful.
- Offering a multi-sensory approach and nurturing spirituality in RE is important.
- Working on understanding of others in RE is critical.

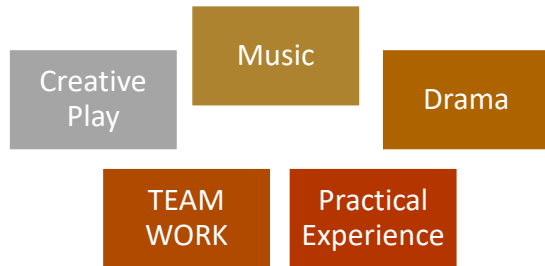
Mild Learning Difficulties– How they can be met in RE?

- Creating reflective opportunities about their own view is important. Breaking things down into smaller chunks.
- Gaining an insight into belonging, behaving and believing in a different religion.
- Helping them to understand where they belong, how their own life and belief is important.
- Considering some of the big questions by encouraging questions and curiosity from them.

Emotional / Behavioural Difficulties – How they can be met in RE?

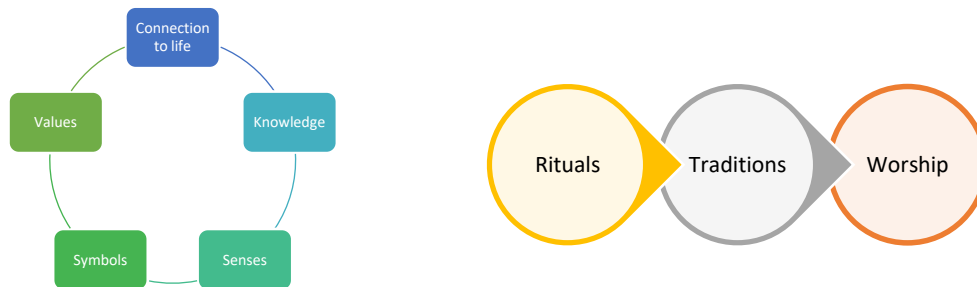
- Focus on developing pupil maturity and awareness of self and others in RE.
- Developing opportunities in RE to learn from other faiths and people, particularly in dealing with certain situations or emotions.
- Dealing with challenge and opinion needs carefully constructed strategies, rules and routines.

Common concepts to consider in RE for SEND pupils:



- In RE we need a rich and varied diet of approaches to maintain interest.
- In RE we need to not think the subject is too hard for SEND pupils.
- In RE we need to break down big concepts into shorter more accessible chunks of learning.
- In RE we need to exploit the senses and the wonder and curiosity it can develop.

How do we construct RE for SEND pupils?



In RE we are trying to ensure pupils see religion and belief as a lived experience. So how we connect this to life, weave in substantive knowledge as part of this, use the senses to explore it, the symbols to represent it and the values it centres on are the key elements to consider.

A more simplistic approach would be to consider SEND and RE through the concepts of rituals, traditions and worship. These together culminate in a world religion or view and can provide elements of the lived experience.

We are not trying to be coercive in RE but offer opportunities to widen understanding of the world around them.

5 Top Tips for RE and SEND

1. Use all of the senses to explore, learn and understand RE.

NATRE – RE Today produced an excellent article on Sensory RE³ (extended online from the original article in 2008). It suggests some core principles:

- Getting pupils to use their senses makes them active in their learning and not passive. It builds their curiosity to explore in different ways in RE and stimulates awe and wonder.
- It can reduce concepts down to the fundamental elements and strip back unnecessary additions by focusing learning through one or more of the senses.
- It says hearing can be used to root abstract concepts, such as listening to a story based on a religious concept e.g. God and then responding through painting their ideas.

2. Get active inside/ outside of the classroom to bring the lived experience of RE to life.

NATRE – Growing in RE⁴, a publication focusing on RE and SEND, considers how we can get active in RE, this can include acting out stories or practices from religions. Norwich Diocese has produced Sports Ministry Resources linked to PE and Christian stories from the Bible, engaging pupils in physically activity and RE.

3. Use images, symbols or visual aids to encourage deeper thinking.

NATRE – RE Today produced an excellent article on Visual Learning in RE⁵. It suggests 10 ideas for better learning in RE through the use of images.

4. Explore worship, prayer and music as concrete ways to demonstrate the lived experience.

This could include a visitor and visit to a place of worship, or for practical reasons a virtual tour or visit. Here pupils can encounter the lived aspects of a belief and ask questions, observe and reflect on what it means to others (as well as themselves).

5. Use the creative arts, cooking and practical learning.

³ RE Today Sensory RE, Kim Newbould (2008)

⁴ Growing RE, RE Today Services (2008)

⁵ RE Today, Ten ideas for better visual learning (2007)

Appendix One

Practical Ways to Support SEND In RE – RE Council of England & Wales

WHAT CAN YOU DO?

SPECIAL NEEDS

There's no better place to celebrate the diversity and meaning of RE than in the setting of a special school. Try something new. Explore some different sensory experiences and show parents, carers and visitors that the school values RE.



Bring a new artefact to the classroom

A new Buddha statue, image of Krishna or Ganesha, or a Celtic cross could be wrapped up, with children taking turns to unwrap it. They could then show where they would like to put the new addition to the room and help create a beautiful place to put it, using gold and silver material.



Experience a different festival

Taking the theme of Tu B'Shevat (the Jewish New Year for Trees), children could experience a new linked fragrance, such as pomegranate or figs. They could smell, touch and where appropriate, taste some different fruit, such as Sharon fruit. Children could touch the trees around the school building and make rubbings from the bark.



CELEBRATING RE



Make sensory RE umbrellas

A sensory umbrella is Flo Longhorn's idea. Create a sensory umbrella based on a religion, with objects hanging from the spokes so pupils can literally be surrounded by

stimulus from the faiths. An Easter umbrella, taken into a sensory room, could include symbols of new life, plastic daffodils, bunnies and chicks as well as crosses made from fluorescent paper or material. Ultraviolet light and Christian devotional music will add to the awe and wonder. www.multi-sensory-room.co.uk



Create RE windows

The pupils can make stained glass style windows by putting sticky backed plastic sticky side up over a simple template. The moon and star symbol for Islam could be used.

Add tissue paper onto the plastic and then PVA glue all over to make it stiff and glossy. The end result can be displayed on the windows of the classroom.



Explore a new religion

Teachers, support assistants and pupils can learn together about a new religion. It could, for example, be Zoroastrianism, Jainism, or the Baha'i faith. Pupils could learn

Makaton symbols for love, peace, unity and one world. They could recognise the beautiful Lotus Temple in Delhi www.bahaindia.org/temple and the Baha'i nine pointed star and ringstone symbol.



Enjoy a reflective outside

area Create a new peaceful outside space for pupils to sit and reflect, perhaps using a tent with cushions. Windchimes, windspinners and a collection of

squeeze balls and other favourite sensory objects can be added.



Visit a place of worship

Visit a place of worship that has many sensory experiences to offer, like a Hindu temple. Pupils can experience some of the elements before the visit, such as ringing a

bell, touching the puja tray, handling murtis, smelling incense sticks and listening to the sound of the aarti prayer.



Go on an RE walk Go into the community, where appropriate, to see signs of religion and spirituality all around. In diverse communities, this could mean visiting an ethnic supermarket, looking for symbols

such as the Sikh khanda symbol on people's cars and houses, or at the clothes that people are wearing. Photographs will help everyone remember their experience. A St Francis walk could concentrate on the natural world around us, with pupils pointing to 'Brother Tree' and 'Sister Flowers' and saying sorry if they accidentally walk in puddles or on insects.



Have an RE disco Choose music for pupils to move to and experience from different faith and cultural traditions. This can include Islamic Sufi music, klezmer from the Jewish tradition, gospel music

from Christianity, songs from Bollywood films, such as Chaiyya, Chaiyya from Dil Se, and dhol drumming from the Punjabi culture.



Join together for an RE

Parade Where appropriate, this could link together two or more schools, special or mainstream, in a big RE event that will promote the creative

arts, values and spirituality, and also generate excitement around the subject.

- The parade can process around the school building, to a nearby school, or, where possible, into the community. Each class can be given a religious symbol as their focus.
- The pupils can explore how special these signs and shapes are to believers by looking at pictures of them, for example, a khanda on a bandana worn by a Sikh. They can decorate their symbol to make it look beautiful. With support, each class can make banners or flags for the parade with their symbol, with support.
- Where appropriate, some pupils can be given simple RE quotations, such as Guru Nanak's 'Love all, help all' or Jesus' 'Love your Neighbour' to decorate and carry. Children can dress up in many colours to show diversity or print sashes to wear with the words RE, or religious symbols on them.
- A bhangra drummer to lead the procession would be perfect. It could be an opportunity to link with a mainstream school to find musicians. Otherwise, recorded celebratory music can be played.
- The procession can end with awards for classes who have best entered into the celebratory spirit. Prizes can be given to individuals who best show the values of the parade, such as helping others, showing kindness, and being accepting and understanding.

