



## SEND support for RE

<b>Barriers to RE</b>	<b>High Quality Teaching Strategies</b>	<b>Support 'additional to' or 'different'</b>
Subject Specific Vocabulary, particularly in relation to artefacts or words in different languages e.g. Torah	Plan to introduce new vocabulary over time with opportunities to revisit and recall. Use of visual supports alongside new RE vocabulary e.g. vocabulary mat on desk with images alongside for each religion New vocabulary included within other curriculum areas where appropriate. A table in the classroom with artefacts or symbols on throughout the topic for pupils to regularly refer to – alongside a label	Adapted knowledge organisers— simplified version Pre- teaching key vocabulary prior to the lesson.
Written responses to activities taking place	Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram etc	Reduce writing expectations— alter task to suit level of need or ability. Adult support to scribe ideas or take photographs where appropriate. Scaffold writing supports— provide sentence prompts, sentence openers, key vocabulary list to select from.
Showing respect or understanding towards varying beliefs and understanding a range of viewpoints.	Use of paired/group discussion where the children are encouraged to share their ideas verbally – this also provides an opportunity for all pupils to take part. It also allows the children to discuss their own experiences. Possible visits to different places of worship. Drama, role-play, games and simulations, can help to develop understanding of such concepts.	Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Additional adults are aware of what type of support the pupils need and is able to help them to contribute in sessions, where necessary.
Understanding and interpreting symbols which are used with different religions.	Symbols are highlighted, explained and written up – They are available on a poster/on a table in the classroom. This allows pupils to refer to these on a regular basis.	Adapted knowledge organisers— simplified version Scaffold writing supports – Eg. Preparing grids for recording information. . Adult support to scribe ideas when/if needed.