

Inclusive Strategies in RE

Inclusive strategies in RE	Examples observed within lessons
Lessons have low entry but high ceiling	Lessons start with recalling prior knowledge, whether previous units or last week's learning. Lessons move on to discussions and activities using a variety of question types to deepen children's learning. Teachers have high expectations of all children and children's knowledge is extended / deepened by the end of the lesson.
Removal of individual barriers to learning	Images/statements pre-cut out for children removing the physical barrier that some children may have. Many RE lessons are discussion based and to encourage all children to access the discussions they are given sentence starters or support with wording what they would like to say. Alternative methods of recording are used for some children with lots of opportunities for photos and scribing allowing children to be a part of the lesson.
Sequential learning in RE	Medium Term Planning stems from the Questful RE scheme of work which is planned sequentially.
Chunking of the lesson- allowing mini movement breaks.	Balanced pace of lessons observed- fast enough to move learning on whilst maintaining interest and enthusiasm but pace is accessible to children with slower processing- additional aids used to further support this- visuals, practical aids. Lessons also include movement as an integral part of the learning- e.g. role play
Multi-sensory approaches are used	Videos of different Bible Stories including Jesus' teachings. Photographs and artefacts from different religions Sensory stories allowing children to explore Bible Teachings using all their senses. Active exploration of artefacts and real-life experiences to immerse children including through role play. Discussions based lessons allowing for all children to take part
Accessible subject specific language	Staff in all key stages do a pre-teach of key vocab prior to the topic and for some children, prior to lessons. Staff use clear calm tone of voice during the lesson input and cut out unnecessary waffle- key information was given in as multisensory a way as possible-children were using high level language independently within their work and discussions with each other and with myself.
Exciting starters and thematic approaches used to aid engagement.	Teachers use various techniques to engage children's interest and create exciting lesson starters. Teachers use music and videos to set the scene and generate excitement and interest. Teachers use of movement through active exploration of artefacts and real-life experiences.
Relationships at the heart of lessons	Children feel safe and secure- all children are engaged and excited about the work they do in RE- especially the hands-on active nature of this subject. Children feel safe to take risks and put forward their opinion which moves their learning on.

Inclusive approaches in RE

RE is taught on a whole class level using multi-sensory approaches including use of images, artwork, and videos of people and places from Bible Stories. Lessons involve active exploration of topics through role play and discussions allowing for children to engage in a practical way.

The delivery of RE is inclusive and accessible throughout school and teaching in every class ensures a low entry-high ceiling approach. RE MT Planning follows Questful RE planning units which ensures the content is sequenced in a way that provides cognitive links for children's long-term memory. Teaching strategies maximise working memory and avoid cognitive overload by linking to prior knowledge and using multisensory experiences.