

Curriculum Intent:
How we aim to meet the range of SEND needs without teaching

Subject: Exploring Spirituality

“RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.” National Curriculum, QCA, 2009

In particular, RE offers pupils with learning difficulties opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others, and
- deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in RE:

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

QCA, 2009, Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties

There are two main strands to religious education:

Learning about religion – in which pupils begin their knowledge and understanding by becoming aware that some objects and people are in some way special. Pupils may be given experiences of different religions in their own community and the wider world. This might involve pupils engaging with people who practise different religions – through personal contact, visits, pictures or stories – and learning about items that have special meaning for believers – eg certain foods, clothing, artefacts used in religious practices.

Learning from religion – Pupils should be given opportunities to express their own ideas and feelings in a variety of ways.

The following will be employed alongside and in addition to the needs and strategies:

Cognition & Learning

- 1) Using pictures, stories, art and music to retell stories or express ideas
- 2) Learning through talk, play and creative activities.
- 3) Use of IT/ photographs or varied recording techniques – not emphasizing writing opportunities

Communication & Interaction

- 1) Talk time – emphasis on talking and sharing ideas rather than recording.
- 2) Social skills – meeting with visitor, looking at the world from another perspective, showing empathy

Social, Emotional & Mental Health

- 1) Awe and wonder
- 2) Mindfulness activities
- 3) Reflection time
- 4) Peaceful, thoughtful discussions – pace to reflect time to think and discuss.

Sensory & Physical

- 1) Opportunities to experience new things. New foods, clothing, artefacts etc.
- 2) Interactive learning – use of video learning and physical artefacts
- 3) Recording ideas in different ways – opportunities for art, drama, music and creative learning.

Maintaining an Inclusive Learning Environment:

Maintaining an inclusive learning environment	Religious education
<p>Sound and light issues For example:</p> <ul style="list-style-type: none"> background noise and reverberation are reduced sound field system is used, if appropriate glare is reduced there is enough light for written work teacher's face can be seen – avoid standing in front of light sources, eg windows pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. 	<p>Sound and light issues Interactive whiteboards are non-reflective to reduce glare.</p>
<p>Seating Pupils' seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> the teacher each other, and the board/TV/screens. <p>Seating allows for peer or adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p>Seating Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.</p>

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<p>Resources Storage systems are predictable. Resources are:</p> <ul style="list-style-type: none"> accessible, eg within reach, and labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate. 	<p>Resources</p>
<p>Displays Displays are:</p> <ul style="list-style-type: none"> accessible, within reach, visual, tactile informative, and engaging. <p>Be aware of potentially distracting elements of wall displays.</p>	<p>Displays</p>
<p>Low-arousal areas A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/resources to minimise distraction.</p>	<p>Low-arousal areas</p>
<p>Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for pupils with mobility difficulties to leave the site of an accident. Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>	<p>Health and safety</p>
<p>Unfamiliar learning environments Pupils are prepared adequately for visits.</p>	<p>Unfamiliar learning environments 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.</p>

Multi-sensory approaches, including ICT	Religious education	Multi-sensory approaches, including ICT	Religious education
<p>Multi-sensory approaches Pupils' preferred learning styles are identified and built on:</p> <ul style="list-style-type: none"> when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. 	<p>Multi-sensory approaches The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD).</p> <p>Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals.</p> <p>Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved.</p> <p>For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts.</p> <p>Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language.</p> <p>Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.</p>	<p>ICT ICT is used to support teaching and learning.</p> <p>Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, eg:</p> <ul style="list-style-type: none"> keyboard shortcuts instead of a mouse sticky keys a foot-controlled mouse, a head-controlled mouse or a wireless mouse screen filters to cut down glare increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations) clear font type (normally sans serif, such as Arial or Comic Sans) appropriate contrast between background and text, and/or a talking word processor to read out text. <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p> <p>Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.</p>	<p>ICT Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice.</p> <p>ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.</p>

*Taken from, Special Educational Needs and/or Disabilities Training Toolkit – Including Pupils with SEN and/or Disabilities in Primary ICT (Training and Development Agency for Schools, 2009)

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