

# Religious Education at Dothill Primary School

## *Planning Inclusive Lessons*

Learning in Religious Education (RE) involves children and young people building their knowledge of core religious concepts and beliefs. Through the teaching of RE, children are given opportunities to communicate their personal views, beliefs and opinions. It demonstrates to learners that their contribution is important and that everyone's individual ideas and contributions should be valued and respected. Religious education helps pupils to understand and appreciate diversity.

To ensure RE lessons are inclusive teachers must consider the individual. At Dothill, we consider how the content of each lesson can be delivered in a way that is accessible to all, ensuring that the learning objectives are met. When planning lessons, teachers will think carefully about potential barriers for individual learners and consider ways of minimising these to ensure participation. They give thought to how new information is presented and how all children can be involved in activities. RE lessons often involve a lot of discussion. For some learners this may be more accessible in small groups or facilitated by an additional adult if available.



## *Creating an Inclusive Environment*

Creating an inclusive learning environment is fundamental to allowing all children to meet the learning goals. Teachers need to ensure that an ethos of respect and tolerance is established so that all pupils feel valued and comfortable to take part in lessons. Teachers can make RE more accessible for all pupils by focusing on the senses. For example, they could use sensory resources through sight, touch, sound, taste or smell. This may include music, artefacts or clothing. In addition, teachers should give pupils first-hand experiences such as visitors to school, visits to religious buildings or involving them in the celebration of festivals. We also plan practical lessons including dance and drama. At Dothill, we provide opportunities to pre-teach, giving some learners with the opportunity to learn new vocabulary and concepts in advance of a lesson in a small group setting, if appropriate.

### How do we support learners who struggle with attention?

- Use brain or movement breaks throughout the lesson
- Use preferential seating and proximity to engage learners
- Set a specific target for learners to complete during the lesson

### How do we support learners who struggle to access lessons because of literacy difficulties?

- Include topical vocabulary on the learning objective
- Provide visual aids for the learner to refer to during guided or independent activities
- Scaffold learning to make it accessible, e.g. verbally explain for you or a TA to scribe

### How do we support learners who struggle to retain vocabulary?

- Use pre-teaches as an opportunity to introduce new vocabulary
- Begin each lesson with a review of the vocabulary learnt in the previous lesson
- Provide word banks of key vocabulary including pictures if appropriate
- Include key vocabulary on the learning objective

### How do we support learners who need additional time to develop conceptual understanding?

- Address misconceptions early
- Walk through examples together, giving learners the opportunity to ask questions
- Break the concept down into smaller, more manageable chunks

## Teaching Considerations

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>- Plan a range of hands-on practical experiences to immerse children in learning.</li> <li>- Consider how work is recorded i.e. pupil voice and photographs.</li> <li>- Opportunities for learning to work with peers in groups or with an adult for support.</li> </ul>	<ul style="list-style-type: none"> <li>- Use pictorial aids to help pupils to understand key terminology.</li> <li>- Include religious artefacts such as holy books, clothing and objects used in worship or during festivals.</li> <li>- Activities should be considered which support and develop pupils understanding principal religions and worldviews.</li> <li>- Children learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they're taught.</li> </ul>	<ul style="list-style-type: none"> <li>- Use word banks to support the use of key terminology.</li> <li>- Opportunities for learning to work with peers in groups to allow for discussion and debate.</li> <li>- Pupils expand on the knowledge and understanding of religions and worldviews that they gained in KS1.</li> <li>- Children ask thoughtful questions, reflect on and express their own ideas and demonstrate critical and personal evaluation.</li> </ul>