



Focus area: RE

Curriculum considerations for children across all areas of SEN in RE

- Pedagogy and content adapted to meet the child's needs.
- Many children with SEN may have a lower emotional understanding than their age/
- Being aware that some children may struggle to accept views which are not their own.

Additional enhancements

Communication and Interaction

Key Learning Challenges:
Understanding topic specific vocabulary
.Sharing their ideas.
May have difficulties understanding and accepting different views to own (ASC)

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Using simple, clear, unambiguous language alongside key technical vocabulary..
- Pre and post teaching key vocabulary – visuals, concrete objects, word mats, role play.
- Scaffolding speaking, using sentence starters/speaking frames.
- Use of social stories, talk frameworks
- Visually reinforce key messages with visual prompts.
- Presenting information in a range of ways.

Learning and Cognition

Key Learning Challenges:
Understanding vocabulary
Transferring their ideas to paper
Difficulty understanding abstract concepts such as spirituality, belief, justice, empathy, conflict.

- Removal of barriers to writing such as matching activity, missing words, sticking activities, scribing, circle work, sequencing pictures, storytelling, rhyme,
- Use of alternatives to record learning – photos, laptop, video, voice recording, scribing, mindmaps, storyboards.
- Knowledge organisers content is simplified and visual.
- Use of film and video
- Multi-sensory approaches – drama, role play, visits to places of worship, sharing special meals.
- Using high quality artefacts to develop language, observation skills.
- Explaining key vocabulary and using visuals.

Social, emotional and mental health

Key Learning Challenges:
Difficulties around understanding emotions..
May have difficulties understanding and accepting different views.

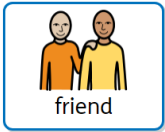
- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Mind maps showing links to previous learning and revisit this to link to review previous learning.
- Developing understanding of the views of others through role play, drama, visits, shared experiences.

Physical and Sensory

Key Learning Challenges
Being able to read the text/questions/board.
Being able to hear the teaching/instructions

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips

EYFS Example	KS1 Example	KS2 Example
<p>Pre-teaching new vocabulary words prior to the lesson.</p> <p>Use of pictures to support vocabulary.</p> <p>Chunking learning.</p> <p>Using real resources where appropriate.</p> <p>Small group work.</p> <p>1:1 support</p> <p>Instant Verbal feedback.</p> <p>Scaffold where appropriate.</p> <p>Use of language structures.</p>	<p>Pre-teaching new vocabulary words prior to the lesson.</p> <p>Use of pictures to support vocabulary.</p> <p>Chunking learning.</p> <p>Using real resources where appropriate.</p> <p>Opportunity to revisit previous learning (memory dump/review).</p> <p>Small groups to check for understanding.</p> <p>Use of VF to check for children understanding.</p> <p>Scaffold learning e.g. Communicate in Print, draw a picture, labelling etc.</p> <p>Use of language structures.</p>	<p>Pre-teaching new vocabulary words prior to the lesson.</p> <p>Use of pictures to support vocabulary.</p> <p>Chunking learning.</p> <p>Using real resources where appropriate.</p> <p>Opportunity to revisit previous learning (memory dump/review).</p> <p>Small groups to check for understanding.</p> <p>Use of VF to check for children understanding.</p> <p>Scaffold learning e.g. Communicate in Print, draw a picture, labelling etc.</p> <p>Use of language structures.</p>
<p>What does this look like in practice? (pictorial examples)</p>		



friend



friendship



Jesus



true

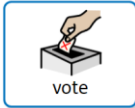
Dear _____

From _____

LO: How can you show friendship to others?

 I can _____.

Reasons to chose someone for a job.



vote



random



sympathy
vote



favoritism



trustworthy



qualifications

I



think

being



trustworthy

is a



reason.



positive



negative