**Adapted Provision - RE**

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| **Cognition and Learning** | | **Communication and Interaction** | |
| Subject Challenges | Provision | Subject Challenges | Provision |
| The ability to explain a religious concept/provide reasoning to explain a thought or opinion.  The ability to recall basic information about each religion e.g. the name of the key religious text in Christianity  Reading/studying of case studies/religious artefacts.  Understanding of subject specific vocabulary. | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of religious practices such as wudu.  Pre-teach can be used to revisit key information as well as planned retrieval questions. The use of ‘hooks’ at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.  use of graphic organisers and mind maps  Use shorter texts which are composed of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a BBC Bitesize video/Saddleback Kids on YouTube rather than a written text. Allow children to explore physical religious artefacts (loan boxes are available from the Library Service).  Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. ‘belief/confirmation.’ Create word banks accompanied by visuals to demonstrate the meaning of a word in a religious context. | Expressing themselves and sharing their thoughts and opinions orally.  EAL pupils may find it difficult to access resources/learning. | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.  Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.  pair work and talking trios  big book recording where each child records their own ideas  Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.  Use a reduced number of simple instructions which are supported by visuals.  Appropriate modelling to aid understanding.  Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window. |
| **Sensory and Physical** | | **Social Emotional and Mental Health** | |
| Subject Challenges | Provision | Subject Challenges | Provision |
| Physical difficulties accessing specific environments during RE trips to places of worship.  Children with a visual impairment may find it difficult to view text/images/religious artefacts. | Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.  Ensure that font size used in resources matches the specific font size specified in the child’s report provided by the Visual Impairment Team (Class Teachers will be notified if necessary). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe religious artefacts. | The acceptance that others have different religious views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASC.  Difficulties with social skills may result in children finding group work challenging.  Distress caused by exposure to unfamiliar environments during trips/fieldwork. | Use a multi-sensory approach to teaching religious concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Trips to different places of worship/visitors from different faiths will similarly make unfamiliar concepts less abstract.  Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.  Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity. |