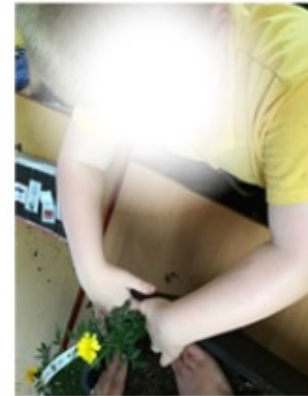


Top Tips for Inclusive RE



Becky DaCosta

Sarah Payne

Good RE will look different in the very different settings

For pupils with Complex Needs

- ✓ RE will need to be tailored to be unique to the child (this could be through resources, content or structure).
- ✓ RE may need to be through their senses or emotions.
- ✓ RE should be a peaceful and calming experience.

For pupils with Severe Learning Difficulties

- ✓ RE may provide opportunities for social development. The choice of media such as story or music may be a hook into RE.
- ✓ Often a focus on routine and ritual in RE sessions is useful.
- ✓ Consider offering a multi-sensory approach to nurture spirituality.
- ✓ Working on understanding of others in RE is critical.



For pupils with Moderate Learning Difficulties

- ✓ Important to create reflective and spiritual opportunities.
- ✓ RE helps pupils gain an insight into belonging, behaving and believing in a different religion.
- ✓ This helps them to understand where they belong, and how their own life and beliefs are important.
- ✓ RE opens up big questions by encouraging questions and curiosity from them.

For pupils with Emotional / Behavioural Difficulties

- ✓ Focus on developing pupil maturity and awareness of self and others in RE.
- ✓ RE can help pupils address problems in helpful ways, developing opportunities in RE to learn from other faiths and people, particularly in certain situations or emotions.
- ✓ Dealing with challenge and opinion needs carefully constructed strategies, rules and routines.



Can the difficulties pupils face become strengths?

I love how Anne Krisman reframes difficulties:

- Pupils' slow progress, with staff valuing each small step of achievement, may lead some children to reflection on meaning and purpose of life. E.g. kindness to others
- A dependence on others for help may lead to an understanding of what God means to believers.
- A fascination with watching others may lead to an interest in what believers do and why they do it.



Making adjustments

RE Spring Term

Question: What can we learn from sacred books and stories?

•Christian Bible stories

•Christian Bible stories

•Islamic Quran stories

•Jewish Torah stories

e.g. Widgit

RE, Autumn 2. Question:

What is a festival? What senses do we use in celebrations?

Lesson 1 - The festival of Diwali

Lesson 2 - The festival of Hanukkah

Lesson 3 - The festival of Holi

Lesson 4 - The festival of Eid-Ui-Fitr

Lesson 5 - The festival of Christmas

Lesson 6 - What can we remember from festivals? How were they the same? How were they different? Which was your favourite festival?

What Is Reading like for a Person with Dyslexia?

A friend who has dyslexia described to me how she experiences reading. She can read, but it takes a lot of concentration, and the letters seem to "jump around".

I remember reading about dyslexia. Wouldn't it be possible to do it intentionally on a website with Javascript? Sure it would.

Feel like making a bookmarklet of this or something? Fork it on GitHub.

Dyslexia is characterized by difficulty with learning to read fluently and with accurate comprehension despite normal intelligence. This includes difficulty with phonological awareness, phonetic decoding, processing speed, orthographic coding, auditory short-term memory, language skills/verbal comprehension, and/or rapid naming.

Developmental reading disorder (DRD) is the most common learning disability. Dyslexia is the most frequent of reading disorders, however not all reading disorders are linked to dyslexia.



Experiential learning meets the senses and makes it memorable.

The Island Sue Phillips, Theatre of Learning





Being active during the lessons.



Christmas sensory experiences



Harvest



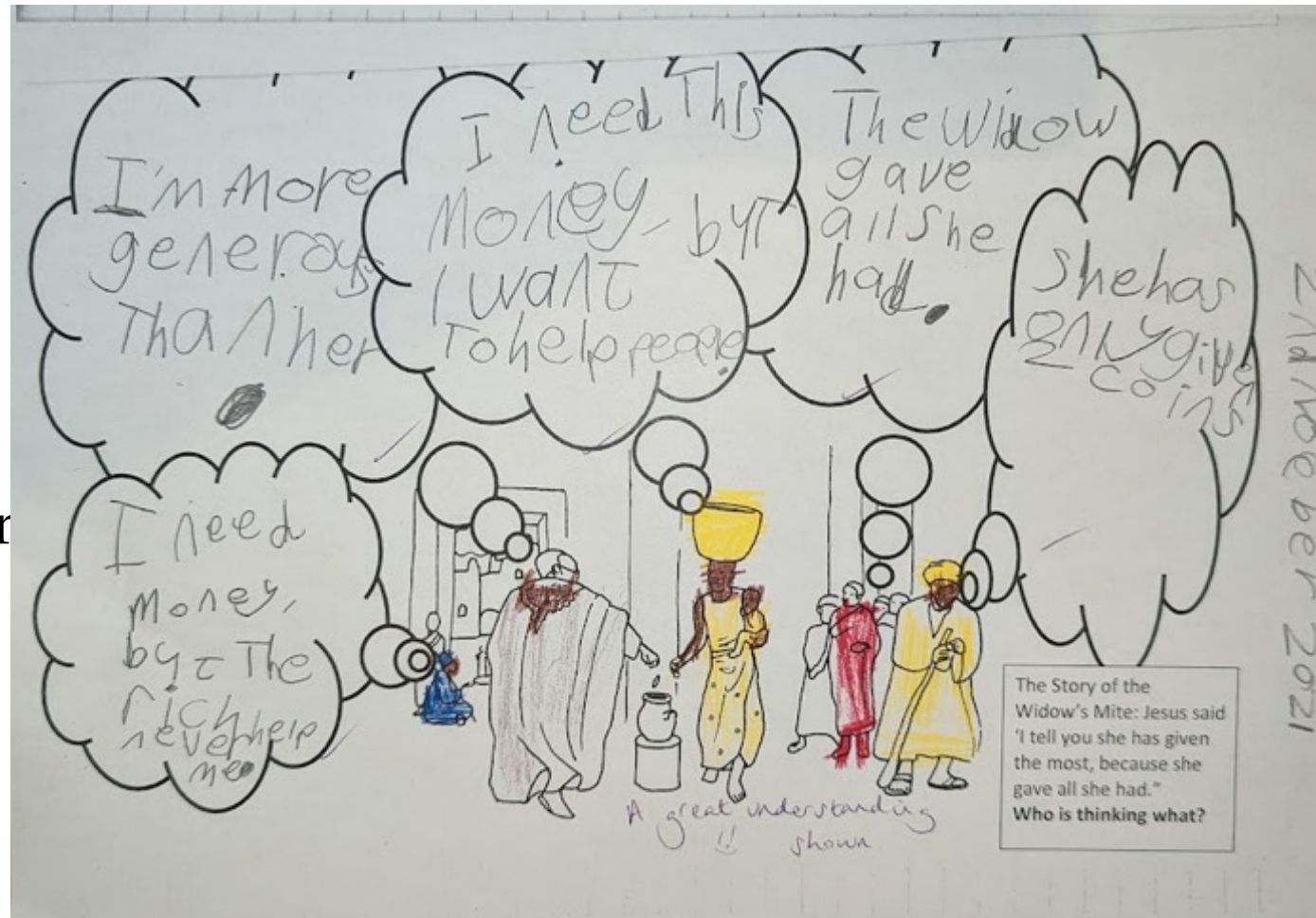
Church Visit

Class 6 visited the church in St Marychurch to learn all about Christian worship. They explored the pews and altar, and discussed how the candles were used in certain ceremonies. Father Roberts was there to greet the pupils as they entered and answer any questions they had.



How can Religion and worldviews support pupils with SEND?

Religion and Worldviews lessons can help pupils reflect on issues in the world and in their own lives.



Spirited arts, NATRE competition



To show an understanding of creation and science.
 All will see that science and Christianity can work together.
 Most can describe some similarities and differences
 Some understand the differing views and be able to compare them.

George Gillard
 10.2.22

Watch the video of the images of space. How huge is the universe?

What does it make you think of? Complete this poem

What went well: *this poem is wonderful!*
 Well done! My wonder poem



Even better if: *Can you add any other details?*

I see...
 other galaxies
 glowing.

I notice...
 the universe
 is huge

I hear...
 crashes
 and bangs

I want to say...
 how beautiful

I feel...
 Really
 good.

It reminds me of...
 my grandad
 in Heaven

I wonder...
 How far away
 the stars are

It makes me think...
 how many
 planets
 there are really

Genesis explores why the universe and life exists. Science explores
 how the universe works the way it does. Do you agree?

yes

10.2.22

Naomi

To show an understanding of creation and science.
 All will see that science and Christianity can work together.
 Most can describe some similarities and differences
 Some understand the differing views and be able to compare them.

Watch the video of the images of space. How huge is the universe?

What does it make you think of? Complete this poem

What went well: *Lovely ideas and thoughts*
 My wonder poem



Even better if: *Try to share using new words*

I see...
 glow pretty
 lights.

I notice... *How many*
 colorful planets
 there are

I hear... *Shining stars*

I want to say... *the*
 planets are very
 colorful.

I feel... *the moon is*
 rough.

It reminds me of... *it*
 reminds me of
 Christmas lights

I wonder... *How many*
 planets.

It makes me think...
 how cool
 science is.

Genesis explores why the universe and life exists. Science explores
 how the universe works the way it does. Do you agree?

yes i agree



Palm Sunday reconstruction!



Attention Autism techniques in RE (Gina Davies)

Stage 1 The bucket

Clear a space so children can see you

Opaque bucket. Pull out objects. Name them, but don't say any more. Let them look, but not touch. Keep them special.

- Mystery object- students have to guess the object, the religion, the meaning or how it is used in practice.
- Mystery bag- hide it in a bag to be passed around to guess.



Stage 2

Sharing your experience

Keep language to a minimum as you want the children to be able to watch you.

Messy- e.g. bubble wrap paint Holi, playing ra'ashan/ noisemakers for Purim, rainbow sponge, sieving and finding something. Creating stencils from flour/ glitter/ sand- e.g. a symbol



Stage 3 Turn taking and refocusing attention

Pupils experience waiting for another, taking in turns an experience.

e.g. A special journey through walking on different textures with socks off, taking it in turns, experiencing Sukkot/ tents parachute, under the umbrella – experiencing water/ rain or create an Easter umbrella with chicks and eggs hanging down to see.



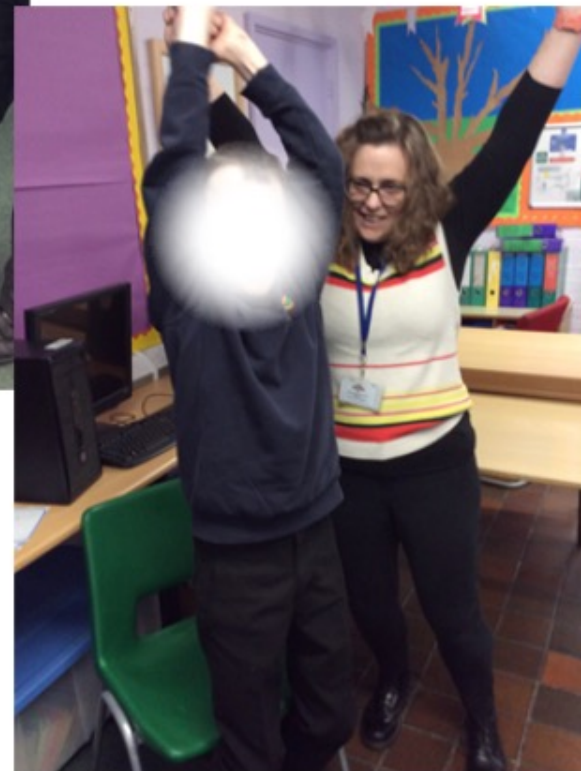
Stage 4- Shifting and re-engaging attention

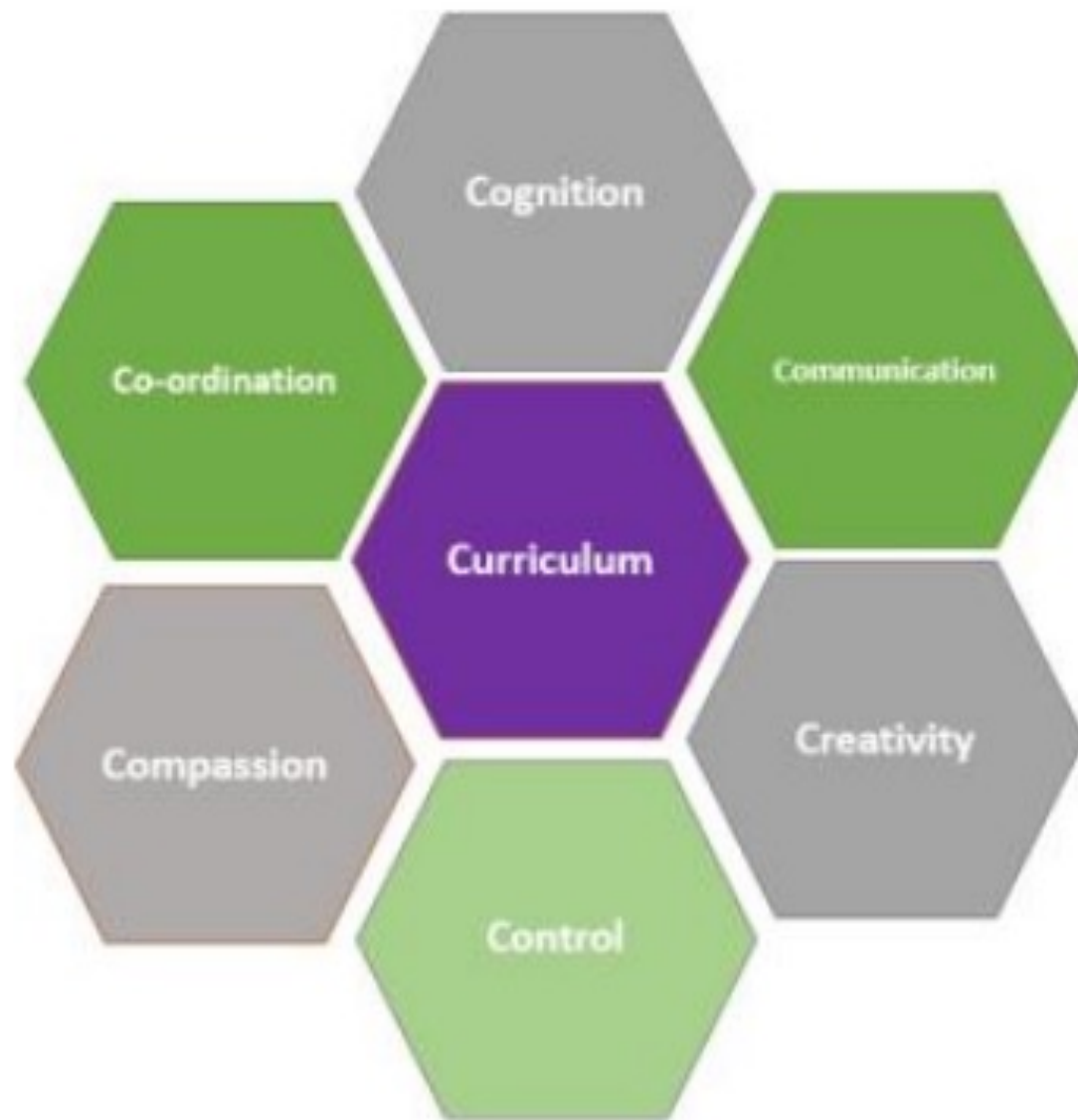
The pupils will watch you demonstrate an activity, and then they each get their own little box of materials and go off to try it out for themselves.

Roll a rainbow- cover sheet with paint blobs with cling film. Playdough- create characters from a story sculpt a character e.g. Buddha, making a diva lamp on a CD



Bartimaeus meets jesus!





The 7Cs Framework

The aim of the 7Cs framework is to encourage learning conversations beyond the curriculum. It focuses on 7 key areas in these conversations.

Each of the 7Cs offers a structured conversation / process to consider the learning requirements of children with SEND and these can be applied within RE

<https://www.dioceseofnorwich.org/app/uploads/2022/08/RE-and-SEND.pdf>



RE AT WEATHERFIELD



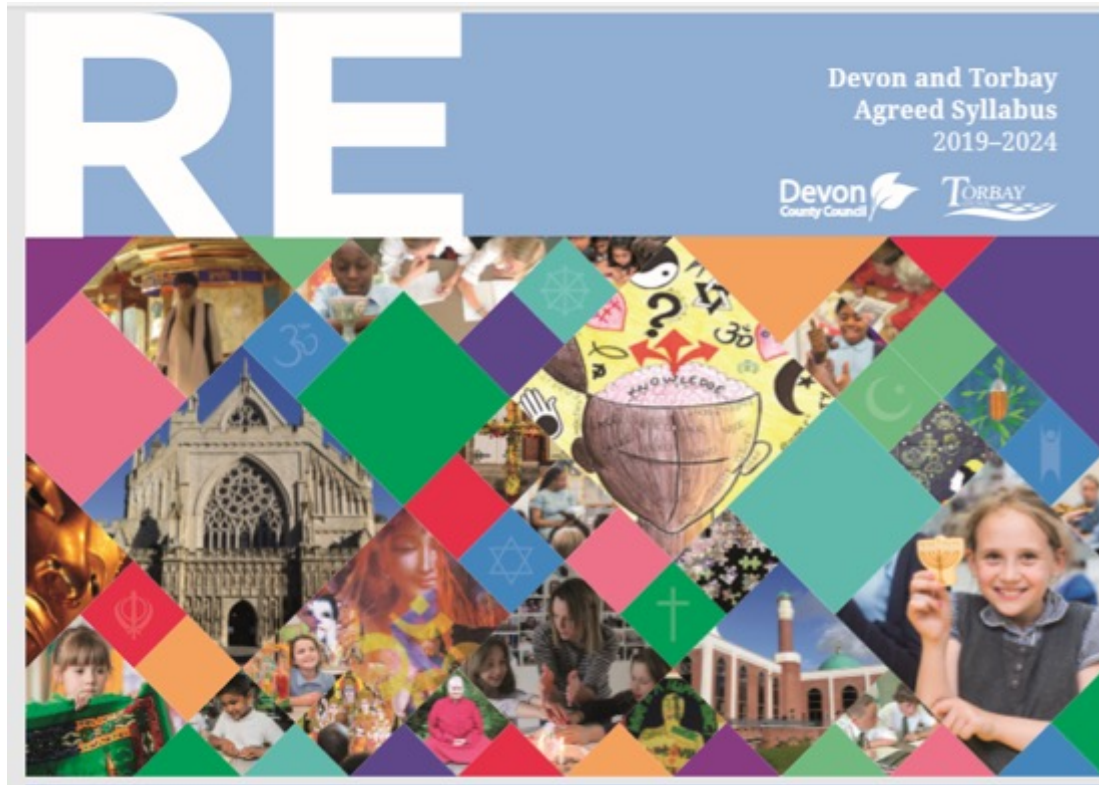
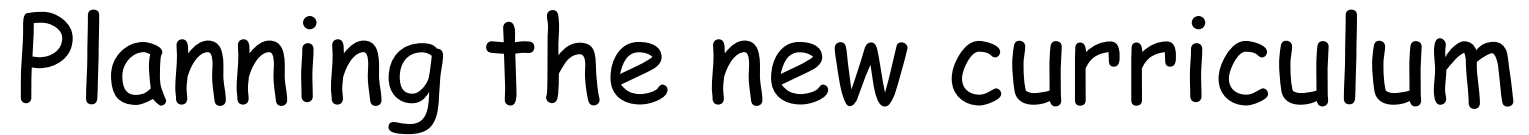
SEND support

Clear language - think amount the amount of words you use.

Processing time - pre teaching vocab

Consistent images - supporting a visual learner

Mind maps - keeping learning journals





Five keys model

Connection

Knowledge

Senses

Symbols

Values



What kind of king
is Jesus?

UKS2.6

Autumn term 2



Connections

Christmas - How do we celebrate?

King - who is our king? What is a king?



Knowledge

The birth of Jesus
Christians belief of Jesus as a
king



Senses

Christingle - multisensory



Symbols

Christingle
Crown
presents



Values

How important is Jesus to Christians?

Unit overview

Topic - For Christians, what kind of king is Jesus? You can help by talking	What is an important person? Who is important to you?	What is a king? Who is Jesus?	What does Christmas mean to you?	Christmas story. What do Christians think of Christmas?	Make Christingles and how they represent Jesus.	Make crowns and wrap boxes/ presents ready to give to a friend.	Dress up as kings and share presents.
--	---	--	--	---	---	--	--

Show children a picture of a cartoon king.
Ask children who they think is in the
picture. Then show a picture of Jesus and
ask them if they know who he is.
Explain that Jesus is a king to Christians.
Discuss what a king means to them.

Create crowns. Role play a coronation

Weekly plan





Let's plan together

Water



1. Get outside

Love being in nature/ creation, psalms, use natural items like stones, flowers, tree cathedral

2. Use all the senses

Moved by sights, sounds, smells e.g. incense, candles, art, music

3. Use symbols

Symbols get pupils thinking deeply- water, fire, roots, seeds etc.

4. Worship, music and prayer

Listen to music, meditate, sing, Christingle, re-enacting stories

5. Create Art

Mindful Colouring, mandalas, create new pieces or recreate existing ones

Get more advice:

Rdacosta@mayfieldtorbay.org

sarahpayne400@gmail.com

Facebook: Join our group,
Special RE NATRE group



A GROUP FOR
Special School RE teachers