



Religious Education – SEN provision/quality first teaching checklist

Cognition and Learning		Communication and Interaction	
Learning challenge/need	Provision	Learning Challenge/need	Provision
Moderate learning difficulties Specific learning difficulties e.g. dyslexia dyspraxia dyscalculia Memory/retention Organisational issues	• Being clear regarding how to handle specific religious artefacts with respect • Supporting children with dyspraxia handling artefacts • Recapping instructions during the lesson with clear dictation • Clear modelling a step at a time to achieve best results from a piece of work and so as not to overwhelm child • Photo of suggested outcome to give them a skeleton to work towards- do not give chn too many examples as this can be overwhelming and too chaotic • Photo prompts of instructions or techniques- peps cards or twinkl communication cards style	SCLN needs – difficulty understanding instructions/rules Difficulties communicating Autism Spectrum Conditions Mood instabilities Task avoidance Anxiety Intense interests/obsessions Transition between activities Needing firm routines	• Give 1 instruction at a time or have a short checklist and repeat • instructions – there is a facility to repeat as needed • Routine instructions e.g come in, sit down, don't touch resources until told • Use short sentences with key information carrying words e.g “sit down” “listen carefully” “cut here” “get bible” • Lots of visuals with key faith vocabulary • Check their understanding by asking them what they should be doing • Lots of practical modelling of activity with clear language and steps • Specific praise of RE effort/achievement/knowledge and give goals which are easily obtainable • Use interests to tailor RE resources and themes • Use careful task choices

	• Using videos to support teaching- bbc clips and NATRE website clips • Using knowledge organisers for specific vocabulary • Having overlays for children when reading RE related publications • Use of photos and sentences to support understanding of the text • Word mats and photos for artefacts • Practical use of models • Group discussion- EYFS to support understanding		• Paired work with pupil who can help understanding techniques and has good attitude to learning • Precue RE vocabulary before the lesson
Physical and/or sensory		Social, emotional, mental health	
Learning Challenge/need	Provision	Learning Challenge/need	Provision
Visual impairments – including colour blindness Hearing impairments Sensory needs Children who find it difficult to sit still, who have trouble with negotiating personal space Physical needs Phobias; textures, getting messy, food prep, creating a design Useful links Colour blindness: http://www.colourblindawareness.org/colour-blindness/	• Check where they are sitting is beneficial; close to teacher, close to a display, close to the door. • Check variety of resources- not too many for sensory overload- introduce gradually during lessons • Support children with colour deficiency labelled word mats, ensure classroom is well lit to support colour blindness, use pastel colours for highlighting • Make modifications for the child • Never force children with sensory difficulties to engage- be repetitive with this, small steps and the same materials and let them engage at their own pace, if you continue to change the materials it's	Mental health difficulties Emotional needs Social interaction Stress/anxiety	• Minimise distractions; sit away from the door/windows. • Only put out what they need and be clear when they are to use it • Set clear rules for when chn can touch resources. • Precue unfamiliar vocab to take away stress and anxiety about RE and specific faiths • RE based incentives for learning;,, dojo points, being allowed to tidy up/ put faith boxes away/ volunteers • Individual workstations if necessary

Sensory challenges: https://www.parenta.com/2018/08/01/a-sensory-look-at-the-child-who-wont-engage-in-messy-play/ https://yourkidstable.com/sensory-processing-and-picky-eating/ https://www.optionsautism.co.uk/wp-content/uploads/2017/09/May17-Food-Challenges-Help-Sheet-Issue-9-050917.pdf	a new experience every time. Link to what they're interested in as a hook and stimulus- engaging with artefacts, some metal, some you can smell or taste, some you can hear etc. • Ensure prompts are available for children who have difficulty hearing • Have instructions clearly displayed either on IWB or flipchart • Allow children to have their own space to work in if they struggle working near others • Ensure there is a clear routine and structure to every lesson to support children with sensory needs, behavioural needs and those who struggle to sit still or concentrate for a set period of time. • Clearly labelled resources for children with difficulty hearing- using RE definitions app on iPad. Chn to listen to story with head phones on iPad if necessary • Ear defenders if children with sensory issues struggle with the sounds in the classroom or on visit to place of worship Trying food from other faiths/celebrations: • Children with sensory issues and food; build on what you know they like e.g. sweet food go for sweeter vegetables and fruit then incorporate other food in		• Refer to knowledge organisers to support teaching • Explore faiths in respect of social themes/emotional e.g. how would meditation calm someone?
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	they're familiar with- when tasting Passover food etc. • Offer options to children when trying different foods, don't just give them 1 food to try give 3 or 4 options- e.g. tasting food from different faiths/celebrations • First let the person just look at the new food, then touch it, then invite them to put the food on their plate, then touch it, smell it, lick it, put it into their mouth, bite it, chew it, and swallow it • Provide napkins to allow a child to wipe their hands and face if feeling uncomfortable • By dimming the lights or playing soft music it can encourage children to engage with the food more • If children feeling very uncomfortable just offer to look and touch only		
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