



Adaptations to remove potential barriers in the curriculum

Subject: RE

Potential barrier	Strategies to overcome barrier
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> ● Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings ● Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to ● Scaffold learning to make it accessible for all ● Sentence stems ● Use of templates ● Use of colourful semantics
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> ● Use visual prompts to direct children ● Give one or two instructions at a time ● Provide the children with real examples to explore and ensure learning is practical and hands on ● Vocabulary maps - Encourage children to tick the words that they feel confident with to help target language that still needs support ● Pre-teach key vocabulary, then ensure consistently used and embedded and applied ● Retrieval practice ● Use voice recordings or photos to reinforce vocabulary ● Support religious literacy/ terminology - use key vocab in Word Aware sessions
Reading	<ul style="list-style-type: none"> ● Reading with a peer who can read to them ● Adapt a text to their reading level so they can fluently read and retrieve information independently ● Adult to support with reading elements
Processing questions	<ul style="list-style-type: none"> ● Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers ● Prepare pupils to contribute to feedback sessions, visual prompts ● Re-phrasing questions
Working and long term memory	<ul style="list-style-type: none"> ● Reduce the amount of material to be remembered and display important information on the board for children to refer back to ● Word mats to support with recalling key vocabulary ● Retrieval practice - ensuring children have good theological knowledge for each religious and non-religious world view. ● Use of memory aids- posters, working wall, provocation areas, word banks, pictures ● I do, we do, you. Ensure we spend the most amount of time on the 'we do' and check that the child/ren know what to do ● Keep instructions short and use visual prompts ● Use of visitors/visits ● Hands on learning – religious artefacts, making food, etc

<p>Attention and focusing</p>	<ul style="list-style-type: none"> ● Create a working classroom environment that is calm and simple e.g clear routines, organised workspace ● Use preferential seating and proximity to engage all children- can you access target children? ● Plan movement breaks and classroom jobs ● Reduce the I do and more focus on the we do ● Reduce cognitive overload and limit teacher talk ● Practical and engaging learning opportunities
<p>Change and Transition</p>	<ul style="list-style-type: none"> ● Religious Education is taught in half termly blocks in line with the Worcestershire Agreed Syllabus including Understanding Christianity which is reviewed in 2025.
<p>Additional strategies</p>	<ul style="list-style-type: none"> ● Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context ● Introduce each artefact – name it, explain its importance, its use