

Adaptive Teaching in RE

Quality First Teaching

- Flashbacks that revisit all learning in RE relating to that lesson i.e. referring back to parables.
- Key vocabulary displayed for that particular lesson and explicitly discussed.
- Key knowledge being taught and modelled clearly to the children.
- Working in a curious, respectful and considerate way is modelled to the children.
- Quick checks of knowledge gained during the lesson (mini recaps).
- Questions both imparted from the teacher and children asking their own.
- Using a range of teaching strategies such as role play, storytelling, art, exploring artefacts.
- Drop down days to widen the children's cultural and religious experience reflected in our community.



Potential Barriers to Learning (including SEND)

Cognition and Learning		Communication and Interaction	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Retaining knowledge taught. Slow processing Struggles to remember key knowledge. Finding generating their own questions difficult.	Picture prompts Physical/hands on interaction with new learning to help understand the meaning behind stories and beliefs. Scaffolded sentences and questions.	Non verbal EAL Relationships Speech and language delays Limited vocabulary	Signs and symbols Pictures with key words. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work. Using their hands to show instead of their whole body. Use of art to show/support their understanding and communicate their ideas (process thoughts).
Physical and Sensory		Social Emotional and Mental Health	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Overwhelmed by new key words and concepts. Touching unfamiliar textures. Sight	Pre-teach(discussion with TA prior to lesson – 5 mins) Watching others Close to the front, larger print, over lays. Use of artefacts	Confidence and self-esteem. Relationships	Working with an adult, doing examples together. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work. Using their hands to show instead of their whole body. Scaffolded sentences. Support for children with very strong beliefs that others may have different belief systems.

Stretch and Challenge Opportunities

- Compare and contrast between their own and other people's beliefs, rituals and culture.
- Caption, annotate, comment on their art work, drama, outcomes.

- Noticing the beliefs they have learnt about in their environment, local area, games, stories.