



Quality First Teaching – 4 Areas of SEND and Religious Education Specific

Communication and Interaction	
Quality First Teaching Strategies	RE Specific
<ul style="list-style-type: none"> • ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil’s name or agreed cue used to gain individual’s attention - and before giving instructions • Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus, artefacts, role-play • Instructions broken down into manageable chunks and given in the order they are to be done • Checklists and task lists - simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words • Talking partners or similar used to encourage responses • TAs used effectively to explain and support pupils to ask and answer questions 	<ul style="list-style-type: none"> • Pre-teaching new vocabulary with visual images • Revisiting prior learning so this can be built upon • Modelling how to handle religious artefacts at the same time as explaining how to handle them. • Check understanding by asking children to tell you what they are doing/what they have understood • Recognise that the language of RE may be challenging for many pupils, e.g. language used in religious texts may be difficult to understand and will need to be explained and use different versions of a text. • Know that some vocabulary can have different meanings in different contexts, ensure you teach children this using visual images. • Know that some metaphors, e.g. in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.

<ul style="list-style-type: none"> • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher • ‘Working walls’ to develop understanding of new vocabulary • Minimise use of abstract language 	
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Cognition and Learning	
Quality First Teaching Strategies	RE Specific
<ul style="list-style-type: none"> • ‘Next steps’ for learning derived from what the pupil can already do - referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc. • Coloured paper for worksheets and coloured background on IWB (beige) • Occasional opportunities to work with a scribe - perhaps within a small group to produce a piece of 	<ul style="list-style-type: none"> • Ensure when making resources simpler that key information needed to understand the religion and is not removed • Giving pupils more information e.g. through stories about religious figures which also create a sense of time and place, may actually lead to more understanding for pupils who find the subject difficult. • Using or presenting information in tables, mind maps or diagrams, rather than unbroken text will be more accessible. • Written religious sources read aloud. • Use word processors to structure written work, cut and paste material into tables. • Use underlining or highlighting to make comparisons. • Using the internet to explore virtual tours of places of Worship.

<p>writing for ‘publication’ e.g. displayed on the wall, read to other children etc.</p> <ul style="list-style-type: none"> • Text presented clearly - uncluttered, use bullet points and clear font • Diagrams and pictures to add meaning alongside text • Additional time to complete tasks if necessary • Teach and model memory techniques • Minimise copying from the board - provide copies for pupil if necessary 	<ul style="list-style-type: none"> • Use mind maps and other visual devices to help pupils see patterns and relationships.
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	RE Specific
<ul style="list-style-type: none"> • Take time to find pupil’s strengths and praise these - ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • ‘Catch’ the pupil showing strengths/positive behaviour and emphasize positives in front of other pupils and staff (where appropriate) • Give the pupil a classroom responsibility to raise self- esteem • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently • Give breaks between tasks and give legitimate ‘moving around’ activities e.g Brain Gym, wake up and shake up • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources 	<ul style="list-style-type: none"> • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods e.g. role play, card sorting • Set rules for when sources/artefacts can be touched and ensure children respect religious artefacts and know why we should look after them. • Ensure work is adapted to their cognitive level and the child understands what to do to avoid undue stress over the work. • Explore RE through social/emotional aspects e.g. hot seating a religious figure • Give children stem sentences to start their work so they can get going straight away without needing to think about how to start.

<ul style="list-style-type: none"> • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc. • Make expectations for behaviour explicit by giving clear targets, explanations and modelling • Where possible, create a quiet area both for working and as a 'quiet time' zone • Use a visual timer to measure and extend time on task - start small and praise, praise, praise • Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate) • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary • Ensure that tools/equipment are easily accessible and available for use. • Give a set time for written work • Use pupil's name and ensure you have their attention before giving instructions • Chunk instructions and support with visual cues. • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Listen to the pupil, giving them an opportunity to explain their behaviours. • Provide visual timetables and task lists - may need to be for a short period of time depending on the pupil • Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises • Allow pupil to have a safe place to store belongings and fiddle toys • Ensure groupings provide positive role models 	<ul style="list-style-type: none"> • Know that some metaphors, e.g. in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. • Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations. • Be aware that pupils may find it difficult to accept that others have different views and that they have a right to express them. Use multi-sensory approaches to overcome these barriers e.g. through drama and role-play, visits to places of worship, or sharing special meals. • Some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts. • Avoid a culture of 'right answers'. RE deals with belief and opinion. Some pupils may find it hard to see beyond a 'black and white' view of issues.
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<ul style="list-style-type: none"> • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Communicate positive achievements - no matter how small - with home and encourage home to do the same. • Use Social stories when appropriate. 	
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Sensory Needs	
Quality First Teaching Strategies	RE Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Give as many first hand ‘real’ multi-sensory experiences as possible • Ensure correct seating in relation to board taking into account levels of vision in each eye • Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this) • Take advice from specialist teams related to font style and size and colours • Short spells of visual activity should be interspersed with less demanding activities • Eliminate inessential copying from the board • Always use verbal explanations when demonstrating to the class. • Read out aloud as you write on the board 	<ul style="list-style-type: none"> • Check variety of resources- not too many for sensory overload. Introduce them gradually during lessons. • Provide artefacts for children with visual difficulties to touch and feel. Give them plenty of time to explore in this way. • Ensure prompts are available for children who have difficulty hearing. • Ear defenders if children with sensory issues struggle with the sounds in the classroom or on a school visit or during an off timetable day. • Use visual images, symbols and artefacts to support understanding.

- Address the pupil by name to get their attention
- Avoid standing in front of windows - your face becomes difficult to see

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Repeat contributions from other children - their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Divide listening time into short chunks

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work - where space allows, could he/she be placed next to a 'free' desk?

- Can the lesson question be photocopied or written into books for the pupil?

If trying food from different religions:

- First let the child 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/wipes/handwashing to allow a child to wipe their hands and face if feeling uncomfortable
- Try playing calming music during food testing to relax the children
- If a child really feels uncomfortable offer to look and touch only

- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor - check chair heights. Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body - close enough to see and hear instructions
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips are available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding