REMOVING BARRIERS FROM THE RELIGIOUS EDUCATION CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Religious Education

Potential Barrier	Adaptations to Teaching
Difficulty with recording information or literacy barriers	• Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings • Provide word banks and picture cards that the learners can use • Sentence stems • Use of templates
Difficulty with retaining vocabulary	• Use visual prompts to direct children • 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 • Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Reading instructions	• 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	• 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	• 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 theology knowledge for each religious and non-religious world view. • Use of memory aids- posters, working wall, provocation areas, word banks • 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.
Attention and focusing	• 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

Additional strategies

- 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, use