



**The Bishops' C of E
Learning Academy**

RE



Kernow Learning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive and enquiry-based curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> • Visual aids and word-mats to help with vocabulary. • Provide repetition of key vocabulary and pre-teaching to check understanding of definitions. • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required. • Writing support for extended writing including examples of text and scaffolded frame. • Step by step instructions with understandable vocabulary. • Group and partner work within fieldwork to help stay on task and provide peer support. • Recognise that the language of RE may be abstract and therefore challenging for many pupils, e.g.: language used in religious texts may be difficult to understand and will need to be explained, some vocabulary can have different meanings in different contexts. and metaphor, e.g., in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. <p>It may be necessary to present the same information in a range of different ways to aid understanding</p>
Autism (ASD)	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Support children to understand that others have different beliefs and views by using multi-sensory approaches, eg through drama and role-play, visits to places of worship. • Recognise that the language of RE may be abstract and therefore challenging for many pupils, e.g.: language used in religious texts may be difficult to understand and will need to be explained, some vocabulary can have different meanings in different contexts. and metaphor, e.g., in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. • Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.
Tourette Syndrome	<ul style="list-style-type: none"> • Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks. Motor tics of their eyes, head or neck may interfere with reading and affect their handwriting or the ability to write for prolonged periods of time.
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> • Allow a range of ways for children to explain their understanding including in words, pictures, comparisons to real-life situations and contextualisation. • Provide a range of ways for children to record their learning including: use of floor books, scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc. • Use a digital camera to capture images of artefact exploration for future reference. Images can also be used to build a visual record.
Dyslexia	<ul style="list-style-type: none"> • Simple audio recording devices can replace the need for written notes during activities or visits.
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> • A range of methods to show understanding – visual, written, drawing, audio. • Reduction of requirement to use fine motor skills such as pre-cut resources • Demonstrate any handling of artefacts to be used for RE lessons
Dyscalculia	
Social, emotional and mental health difficulties	
Trauma	<ul style="list-style-type: none"> • Positive reinforcement and positive atmosphere within lessons

	<ul style="list-style-type: none"> Support to understand other people have different views; clear expectations around behaviour when there are disagreements. <p>Be aware that discussions may trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important.</p>
ADHD	<ul style="list-style-type: none"> Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. religious artefacts, ensure the teacher or a TA is available. During visits to religious places of worship, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting and give frequent reminders of the learning objective. <p>Ensure child has a 'role' within the group and plan additional resources in case a pupil needs to work independently.</p>
Anxiety	<p>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.</p>
Sensory and/or physical needs	
Hearing impairment (HI)	<ul style="list-style-type: none"> Pre-teach if required Demonstrate use of equipment Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required Visual aids and word-mats to help with vocabulary <p>Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information</p>
Visual impairment (VI) or Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> Enlarge religious texts and/or show them on the large screen <p>Give the children time and opportunity to explore through touch e.g., artefacts, textures to evoke discussion etc.</p>
Physical Disability	<ul style="list-style-type: none"> For pupils with physical disabilities, teachers must make adjustments both in the classroom and to the ways in which artefacts are handled. Furthermore, it may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully. A range of methods to show understanding – use of floor books, visual, written, drawing, etc and support with presentation etc Demonstrate any equipment to be used for RE lessons.
Sensory processing difficulties	<ul style="list-style-type: none"> Pre-warning of exposure to loud sounds e.g. calls to prayer. Use of ear defenders during visits or activities.

