

## **Inclusion Statement for Religious Education - WIP**

Religious Education is taught using a variety of methods that appeals to many different learning styles. All written text on PowerPoints are accompanied by images to facilitate understanding, and religious stories are taught using written texts, videos and images where possible.

Children are challenged appropriately during the lesson through questioning. Some pupils will be questioned on their recall while others will be challenged to analyse and justify in line with Blooms taxonomy. Many PowerPoint slides contain additional information that teachers can share with pupils to extend their understanding further.

Some work will be adapted further by the class teacher. This may include providing other resources to help understand the material – for example word banks. In other cases the teacher may adapt the resources themselves to be image based or reduce the amount of text.

Children are able to present their understanding in a variety of ways in their RE lessons. All lessons provide three different tasks that appeal to different level of challenge and understanding. Often, at least one task will give children the opportunity to present their understanding through matching or drawing. Children can be challenged further by taking on tasks that require deeper thinking skills such as analysing and justifying or applying their learning to other contexts. Children can express their deep understanding of different religions through writing, drawing and acting.

Pupils of different religious and non-religious pupils are catered for as part of an inclusive curriculum. Through the use of celebration units and assemblies with religious character, all children “have their story told” throughout the year, every year. Sometimes religious festivals may be celebrated beyond the RE curriculum in enrichment days or through Art and special celebration activities. While festivals such as Christmas are celebrated by a significant majority of pupils, adaptations will need to be made for pupils who do not participate in this holiday. This may include a variety of alternate activities on enrichment days or an opportunity to reflect on their own festivals or the changing seasons instead of the celebration of Christmas. This is always pre-planned in advance. Lessons involving the academic study of a religious festival are matched with appropriate tasks that promote scholarship and cannot be misinterpreted as a celebration of the festival.