

How we can promote inclusion in RE.

Vocabulary

RE contains complex language and, often, explicit teaching of vocabulary threaded through a topic.

RE will often require a lot of pictures for diverse language (including language within Christianity), as well as support with extensive oral rehearsal. Some things that help all children are I say/you say/we say, chunking words for pronunciation, utilising a vocabulary wall/board and word banks.

Key vocabulary should be displayed in your class. You can then refer to the vocabulary on your working walls when you are teaching in context.

Use picture and word banks of key vocabulary.

Teaching and Learning

Videos and stories are also extremely helpful and more accessible for most children, and there are lots of resources for RE based videos on Youtube and BBC Bitesize that make the language of RE accessible.

<https://www.bbc.co.uk/bitesize/subjects/z7hs34j> KS2

<https://www.bbc.co.uk/bitesize/subjects/zxnygk7> KS1

Allow for ample thinking time and time to discuss anything talked about. Use Think, Pair, Share with open questions often.

Independent Work

Think carefully about the design of any resources that you use and ensure it meets the individual needs of learners with SEND, such as an increased text size or an accessible font.

Sometimes an recorded task is not required, and class and talk partner discussion is enough. Take pictures and write a blurb of the learning objectives that children can stick in their books.

This is particularly useful for visitors and visits, but can also be extremely useful for SEND and LA children.

Utilise physical tasks with tangible outcomes such as making stained glass windows, drawing and creating symbols etc. Some ideas could be:

Overview of School's RE Plan 2024-25 (from RE Agreed Syllabus for Devon and Torbay Schools and Academies)

Religion	Overarching concept	Practical activities
Judaism	Shabbat as a 'palace in time' (Rabbi Abraham Joshua Heschel, 1907–1972) For the Jewish person, Shabbat is an oasis of peace and a time of delight.	<ul style="list-style-type: none"> Choose white from a selection of colours, using PECS where appropriate. Create a new, fresh feeling to the room by tidying together. Dress as the Shabbat bride and welcome her. Smell spices to symbolise the end of Shabbat. Pour grape juice into a cup and let it overflow, to mark the end of the week.
Islam	Remembrance of God's name (dhikr) In Sufi terms, repetition of God's name is a way of stepping out of this world to become closer to God.	<ul style="list-style-type: none"> Write their own name or make a mark in paint on a folded piece of paper and create a reflection. Touch and rub Islamic plaques that have raised Arabic letters. Use gold paint to decorate a word that is special in their lives. Listen to Arabic devotional music – <i>nasheeds</i>. Stick the name 'Allah' onto paper plates and decorate with special gold paper.
Hinduism	Aum For the Hindu, 'aum' is a sacred word, first heard when the world was created.	<ul style="list-style-type: none"> Record sounds that the class makes and identify who is making what sound. Listen to the Gayatri Mantra and add musical effects with an ocean drum and shakers. Trace the aum symbol and decorate with sequins, glitter and pictures of Hindu people. Choose a favourite aum from a selection from www.himalayanacademy.com Film or take photographs of the natural world outside and look at this with <i>arati</i> or other devotional music playing.
Buddhism	Change and impermanence <i>Anicca</i> (impermanence) is a central teaching in Buddhism.	<ul style="list-style-type: none"> Carry a statue of the Buddha around the school and find peaceful places to photograph him. Float water-lilies (see page 14). Make a collection of flowers, leaves and natural objects and see how they change over a few weeks. Recognise themselves from photographs, or look at baby pictures where appropriate. Respond to a change in the classroom with acceptance.
Sikhism	Loving all The devotional and loving attitude towards God (<i>bhakti</i>) shown by Guru Nanak is also reflected in his love for humanity.	<ul style="list-style-type: none"> Listen to Sikh kirtan (sacred hymns from the Guru Granth Sahib) while looking at a slideshow of images of the Gurus. Make a Guru Nanak garland out of tinsel with a picture of him. Take photographs of people showing kindness and love around the school. Stick the Ik Onkar symbol onto a picture of Guru Nanak that has been cut up, reassembled, stuck down and coloured. Collage together lots of pictures of people's faces around the face of Guru Nanak.
Christianity	Light of the world Jesus said, during the Sermon on the Mount, 'You are the light of the world' (Matthew 5:13–14) and this reflects the commitment and love of those who work with pupils with special needs.	<ul style="list-style-type: none"> Crayon white onto a piece of paper, and then black on top. Scratch into the crayon to reveal the white. Take a picture of a baby or Jesus, where appropriate, and use yellow felt-tips and glitter to make the picture look very special. Stick card together to make a cross and take photographs of it in the sunshine. Draw round each other, with support, using the light of the whiteboard projector, and cut out a silhouette using black paper. Choose from a selection of backgrounds, e.g. a snowy scene or a beach, and stick on the silhouette. Listen and move to Christian choral music, e.g. Vivaldi's <i>Gloria</i>.

<https://www.natre.org.uk/uploads/Member%20Resources/NATRE%20Resources/Primary%201000/SEND%20RE.pdf>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	F4 Being special: Where do we belong?	F2 Why is Christmas special for Christians	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
						Eid-ul-Adha
YR/1	F4 Being special: Where do we belong?	F2 Why is Christmas special for Christians	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
						Eid-ul-Adha
Y1/2	1.6 Who is a Muslim and how do they live? (Part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (Part 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Y3	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try and make the world a better place?
		Rosh Hashanah Festival		Eid-ul-Fitr		
Y4	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.11 How and why do people mark the significant events of life?
				Holi		

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Y5	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try and make the world a better place?
		Hanukah		Eid-ul-Fitr		
Y6	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.2 Creation and Science: conflicting or complimentary?	U2.6 For Christians, what kind of king is Jesus?	U2.10 What matters most to Humanists and Christians?	U2.14 What do religious and non-religious worldviews teach about caring for the Earth?
		Diwali				World Humanist Day