

## Strategies to remove potential barriers in the Religious Education curriculum



| Potential barrier  | Strategies to overcome barrier  |
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| Difficulty with recording information or literacy barriers | <ul style="list-style-type: none"> <li>• Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings</li> <li>• Provide word banks and picture cards that the learners can use</li> <li>• Scaffold learning to make it accessible for all</li> <li>• Sentence stems</li> <li>• Use of templates</li> <li>• Use of colourful semantics</li> </ul>   |
| Difficulty with retaining vocabulary                       | <ul style="list-style-type: none"> <li>• Use visual prompts to direct children</li> <li>• Provide the children with real examples to explore and ensure learning is practical and hands on</li> <li>• Vocabulary maps - Encourage children to tick the words that they feel confident with to help target language that still needs support</li> <li>• Pre-teach key vocabulary, then ensure consistently used and embedded and applied</li> <li>• Retrieval practice</li> <li>• Use voice recordings or photos to reinforce vocabulary</li> </ul>  |
| Reading instructions                                       | <ul style="list-style-type: none"> <li>• Reading with a peer who can read to them</li> <li>• Adapt a text to their reading level so they can fluently read and retrieve information independently</li> <li>• Adult to support with reading elements</li> </ul>  |
| Processing questions                                       | <ul style="list-style-type: none"> <li>• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers</li> <li>• Prepare pupils to contribute to feedback sessions, visual prompts</li> <li>• Re-phrasing questions</li> </ul>   |
| Working and long term memory                               | <ul style="list-style-type: none"> <li>• Reduce the amount of material to be remembered and display important information on the board for children to refer back to</li> <li>• Word mats to support with recalling key vocabulary</li> <li>• Retrieval practice – ensuring children have good theology knowledge for each religious and non-religious world view.</li> <li>• Use of memory aids- posters, working wall, provocation areas, word banks</li> <li>• I do, we do, you. Ensure we spend the most amount of time on the <b>‘we do’</b> and check that the child/ren know what to do</li> <li>• Keep instructions short and use visual prompts</li> <li>• Use of visitors/visits</li> <li>• Hands on learning – religious artefacts, making food, etc.</li> </ul> |

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| Attention and focusing | <ul style="list-style-type: none"> <li>• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace</li> <li>• Use preferential seating and proximity to engage all children- can you access target children?</li> <li>• Plan movement breaks and classroom jobs</li> <li>• Reduce the I do and more focus on the we do</li> <li>• Reduce cognitive overload and limit teacher talk</li> <li>• Practical and engaging learning opportunities</li> </ul> |
| Change and transition  | <ul style="list-style-type: none"> <li>• Religious Education is taught in weekly blocks for 5 of the half terms – each unit has the same process: Engage, Enquire, Explore, Evaluate and Express. Each unit starts and refers back to a ‘Big Question’.</li> </ul>  |
| Additional strategies  | <ul style="list-style-type: none"> <li>• Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context</li> <li>• Introduce each artefact – name it, explain its importance, use</li> </ul>  |