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| **Adaptation** | **What does this look like in RE?** |
| Use of Connecting Steps to personalise the learning objective. | Where writing is a target this is provided for in writing tasks.  |
| Group discussions. | Children work within mixed ability groups when learning in RE – this allows for positive sharing of ideas. For those with group working targets on IDPS this is taken into consideration. |
| Use of artefacts. | Artefacts from a range of faiths are available to children to explore, when linked to their learning. |
| Use of drama. | Drama tasks are built into the curriculum to enable all learners to demonstrate learning and understanding. |
| Brain breaks. | Teachers will build these into lessons as and when their classes need brain breaks. |
| Ear defenders. | When task set could potentially be loud (drama, etc) – pupils, with teacher discretion can use ear defenders. |
| Adult support. | Teachers and teaching assistants will support children throughout learning tasks. |
| Relating the learning to what the children already know well. | Prior learning is referred to so that children can make links across covered learning. |
| Word mats. | Word mat are used when appropriate to support all learners use topic-specific vocabulary.  |
| Voice recordings. | Use of ‘talk tins’ for specific pupils, when needed. |
| Group work. | Children work within mixed ability groups when learning in RE – this allows for |
| Talk partners. | Used widely within the subject. |
| Listening to the views of the children. | Use widely within RE to discuss our opinions of key concepts – use and development of listening skills. |
| Revisiting learning after a period of time. | We follow an enquiry-led approach to our learning – involving an assessment lesson which recaps prior learning covered. |
| Sentence starters. | Sentence starters are occasionally used to help specific pupils as and when required. |
| Use of video clips. | Video clips to introduce specific faiths and concepts are used in teaching across all year groups. |
| Role play. | Yes, particularly in Phase 1 |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | RE learning is mentioned in weekly learning summaries. Key festivals and events linked to the topic are communicated with parents. |
| IDPs | IDP targets are considered and impact planning for specific pupils within RE. |
| Scribing when necessary when writing is not the focus. | Used as and when required for specific pupils to help evidence ideas and thoughts. |
| Use of small world. | More often used in Phase 1. |
| Use of physical resources, manipulatives and Hands On experiences. | Artefacts are used when relevant. |
| Visual supports. | Yes, when needed and working walls |
| Working walls – independence building, support the learning and a consistent reference point. | RE displays are working walls, with interactive elements – including:-prayer boxes-prompts related to enquiry question-Philosopher Wilf |
| The opportunity to choose how they present their work. | When task is more art or drama driven, pupils has some degree in choice on how to present their work. |