

Inclusive Approaches and Adaptations Across All RE Units			
Planning and Design • Provide clear learning intentions and success criteria using child-friendly language. • Share examples of religious artefacts, stories, texts, symbols, celebrations and practices before beginning new learning. • Use high-quality images, videos, stories and real-life examples to make abstract concepts accessible. • Break RE learning into manageable stages: • What do people believe? • What do people do? • Why does it matter? • How does this influence people's lives today? • Use enquiry-based learning through key questions that encourage curiosity and reflection. • Provide opportunities for pupils to explore beliefs through discussion, drama, art, writing, reflection and practical activities. • Allow pupils to demonstrate understanding in different ways, including: • Discussion • Drama • Artwork • Presentations • Labelled diagrams • Written responses • Personal reflections • Ensure pupils understand that RE involves learning about religions and worldviews, not being expected to agree with or practise beliefs. • Create opportunities for respectful dialogue where all pupils' experiences and perspectives are valued.	Foundational Knowledge and Vocabulary Development • Identify and explicitly teach essential RE knowledge before pupils apply analytical and evaluative skills. • Pre-teach religious vocabulary using: • Images • Artefacts • Stories • Symbols • Practical examples • Use knowledge organisers and vocabulary displays to reinforce key learning. • Revisit key concepts regularly, including: • Belief • Worship • Community • Symbol • Ritual • Festival • Sacred text • Prayer • Values • Morality • Use retrieval activities and low-stakes quizzes to strengthen long-term memory. • Build connections between units and religions studied across the curriculum. • Explicitly teach the difference between: • Beliefs (what people believe) • Practices (what people do) • Values (what people consider important) • Interpretations (different ways beliefs may be understood) • Develop pupils' understanding that religions are diverse and include a range of beliefs and practices.	Provide opportunities to explore religious stories through: • Drama • Story maps • Pictures • Sequencing activities • Retelling activities • Use simplified extracts alongside original texts where appropriate. • Highlight key information within longer texts. • Provide background knowledge before introducing unfamiliar religious contexts. • Use visual representations to support understanding of: • Places of worship • Sacred objects • Religious leaders • Festivals • Practices • Support pupils to identify: • What happened? • What does it mean? • Why is it important? • How might believers respond?	Communication and Language Support • Provide structured opportunities for pupils to discuss ideas before recording written responses. • Pre-teach key RE vocabulary before discussions and written tasks. • Use sentence starters to support respectful discussion, including: • "Christians/Muslims/Hindus/Jews believe..." • "This is important because..." • "One similarity is..." • "One difference is..." • "This source suggests..." • "Some people may interpret this as..." • Use partner talk and collaborative discussion before whole-class responses. • Model respectful disagreement and questioning. • Encourage pupils to explain their thinking using evidence from religious texts, artefacts and teachings. • Allow pupils to respond verbally where writing creates an unnecessary barrier. • Support pupils using alternative communication systems to contribute their ideas.

Cognition and Learning Support	Physical and Sensory Needs	Social, Emotional and Mental Health (SEMH) Inclusion	Challenge and Greater Depth for SEND Pupils
• Break complex theological concepts into smaller steps. • Use explicit teaching and modelling before independent application. • Provide clear explanations supported by: • Images • Stories • Artefacts • Diagrams • Examples from everyday life • Reduce unnecessary reading demands while maintaining RE challenge. • Provide adapted texts, highlighted information and key facts where appropriate. • Use comparison activities to support understanding of similarities and differences between beliefs. • Provide additional opportunities to revisit key concepts. • Use graphic organisers to support: • Comparisons • Cause and effect • Similarities and differences • Arguments and viewpoints • Support pupils to move from describing beliefs to explaining their significance.	• Consider sensory needs when planning visits, artefact handling and practical activities. • Prepare pupils for unfamiliar experiences, including: • Places of worship • Religious music • Objects • Clothing • Ceremonies • Ensure resources and artefacts are accessible to all pupils. • Provide adapted resources where appropriate: • Larger print texts • Visual prompts • Audio versions of stories • Digital resources • Symbol cards • Allow alternative ways to participate, including: • Observing • Discussing • Drawing • Using symbols • Recording digitally • Provide suitable seating and quiet spaces where needed.	• Create a safe environment where pupils feel confident sharing ideas and asking questions. • Promote respect for different beliefs, cultures and worldviews. • Ensure pupils understand that people may have different beliefs and experiences. • Encourage curiosity rather than judgement. • Support pupils to discuss sensitive topics carefully and respectfully. • Use stories and teachings to explore: • Compassion • Kindness • Fairness • Justice • Identity • Community • Provide opportunities for reflection and personal responses without requiring pupils to disclose personal beliefs. • Celebrate diversity and encourage pupils to listen to others' perspectives.	Where appropriate, pupils should be challenged through: • Explaining the significance of beliefs and practices using subject vocabulary. • Comparing different religious and non-religious worldviews. • Evaluating different interpretations of religious teachings. • Using evidence from sacred texts and sources to support ideas. • Explaining how beliefs influence actions and choices. • Considering different perspectives and viewpoints. • Asking deeper philosophical questions. • Reflecting on similarities and differences between communities. • Exploring how religion influences art, culture, history and society.

RE Area	Inclusive Adaptations
Christianity	Use Bible stories, images, symbols and practical examples to explore beliefs, festivals and worship. Provide structured comparisons between beliefs and practices.
Judaism	Use artefacts, photographs and stories to explore traditions, festivals and religious practices. Provide visual vocabulary support.
Islam	Use images, stories and examples from Muslim communities to explore beliefs, worship and daily life.
Hinduism	Use stories, symbols, festivals and artefacts to make concepts accessible. Provide opportunities for creative responses.
Sikhism	Use practical examples, stories and images to explore equality, service and community.
Buddhism	Use stories, symbols and mindfulness activities to explore teachings and values.
Humanism and Worldviews	Use discussion, scenarios and examples to explore values, ethics and different perspectives.
Sacred Texts	Provide adapted extracts, visual summaries, sequencing activities and guided questioning.
Religious Artefacts	Provide opportunities to handle, observe and discuss objects to develop understanding.
Reflection and Evaluation	Allow pupils to respond through discussion, artwork, drama, writing or personal reflection.