



## SEND IN RE 2024-2025

At Front Street, children are all given the opportunity to explore the beliefs, values and experiences of themselves and others. Where necessary, tasks are adapted, or additional support is given, to allow all children to access the curriculum. All children are challenged to deepen their understanding through critical thinking and a philosophical approach. All children can and will succeed in RE. Our curriculum is fully inclusive, supporting different needs and celebrating cultural diversity. Children are empowered to express their own beliefs and ideas.

Children with additional needs are supported in RE in different ways:

- Throughout school, children are taught to respect others who are different from them, in any way. The curriculum is designed to be inclusive in terms of children's faiths, beliefs, worldviews, needs and abilities. It also means that those children with SEMH needs are shown that RE lessons - and all lessons- are safe places to share their thoughts and emotional responses.
- Philosophical discussion helps all children, including those with communication and interaction needs, to develop speaking and listening skills, their ability to adopt different roles in a discussion, and their ability to articulate and share thoughts and feelings. These discussions also help children with social and emotional needs to develop their self-expression and self confidence.
- In EYFS, the curriculum follows children's own interests and abilities. It is designed to help them to find who they are and their place in the world, in a way which is meaningful to them.
- In Year 1, the RE curriculum includes a range of activities, including art, artefacts, making, visits etc. which allow all children to participate and succeed.
- In Year 1 and 2, work is recorded in a class book so that lesson time can be spent developing skills and understanding, particularly for those children who are not yet ready for a more formal recording style, due to their additional needs. The variety of activities allows children to develop and demonstrate a range of skills.
- Throughout school, RE activities are varied, and include speaking, listening, art, drama etc. so that whatever a child's strengths, they can utilise and demonstrate them.
- The curriculum is designed so that children regularly revisit and build on prior learning. This structure supports all children, including those with cognition and learning needs.
- From Years 1-6, key vocabulary word mats are available in all lessons, to support those children who have cognition and learning needs. Vocabulary is explicitly taught and built upon to support retention.
- Throughout school, some children may have specific physical or sensory needs which will be supported by the adaptation of planning and resources by the class teacher (e.g. amended resources for a child with a visual impairment).

For further explanation or clarification, please see RE lead, Jenny Howliston.



Policy links to articles: 2, 12, 13, 14, 28, 29, 30 and 31.