



SEND – Ambition and Access in Religious Education (RE)

Ambition

What are we aiming for pupils with SEND to achieve in RE?

We have high aspirations for all pupils with SEND and believe that every child can achieve and make progress within the Religious Education curriculum. RE provides valuable opportunities for pupils to explore beliefs, values, ethics and different worldviews, while developing their ability to reflect, question and express their own thoughts and ideas.

A pupil's SEND should not be viewed as a limitation to their understanding or ability to contribute. While individual barriers to learning should be recognised and supported, pupils with SEND are encouraged to engage with both concrete experiences and abstract concepts, enabling them to develop an understanding of others' beliefs as well as communicate their own perspectives.

Through ambitious teaching, careful support and high expectations, pupils with SEND are enabled to participate fully in RE discussions, develop respectful understanding of different beliefs and make progress from their individual starting points.

Access

How do we adapt teaching so pupils with SEND can access and succeed in RE?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing key vocabulary, concepts and connections between beliefs, values and lived experiences.
- Explicit modelling of subject-specific language and abstract concepts, using clear explanations and examples.
- Making links between abstract ideas and concrete experiences, including objects, artefacts, stories, images and real-life examples.
- Visual supports such as photographs, symbols, diagrams, religious artefacts, timelines and concept maps to support understanding.
- Storytelling, discussion and practical experiences to make religious beliefs, traditions and ethical ideas accessible and meaningful.
- Pre-teaching and revisiting key vocabulary to develop confidence and enable pupils to participate in discussions.
- Flexible approaches to recording learning, allowing pupils to demonstrate understanding through discussion, artwork, drama, presentations, written responses or digital media where appropriate.
- Sentence starters, vocabulary banks and structured questioning to support pupils in developing and expressing their ideas.
- Regular check-ins and responsive questioning to identify misconceptions and support pupils in explaining their thinking.



- Adapted resources and assistive technology where appropriate to support access to texts and information.
- Opportunities for collaborative learning and respectful discussion alongside peers, promoting inclusion and confidence.
- Consideration of sensory, communication and emotional needs when planning discussions around sensitive or personal topics.
- Inclusive assessment approaches that allow pupils to demonstrate their understanding in a range of ways.

Our aim is that every pupil can access a broad and ambitious RE curriculum, develop curiosity and respect for different beliefs and worldviews, and confidently reflect on their own ideas, values and experiences.