



**Strategies to remove potential barriers in the curriculum Subject: RE**

Potential barrier	Strategies to overcome barrier
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> </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</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>• 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>

<p>Attention and focusing</p>	<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>
<p>Change and transition</p>	<ul style="list-style-type: none"> <li>• Religious Education is taught weekly, so part of the children's normal timetable</li> <li>• Visual timetable to prepare children</li> </ul>
<p>Additional strategies</p>	<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>