



SEND Provision in Religious Education

Adaptations to teaching and the learning environment so all pupils can access and make progress in our Kapow Primary RE curriculum.

Select adaptations for the individual pupil, using SEND support plans, EHCPs and advice from the SENCO or relevant professionals. Keep the intended RE knowledge and enquiry purpose clear.

Communication and Interaction	Cognition and Learning
Clear instructions Give one step at a time for reading a source, sorting examples or discussing a question. Allow time to process and check understanding. Accessible vocabulary Pre-teach words such as worldview, sacred and pilgrimage using pictures, definitions and examples. Keep a small word bank visible during discussion. Language made explicit Explain figurative or symbolic language in stories and sources. Distinguish what a symbol represents from its literal appearance. Structured talk Use a trusted talk partner and predictable turn-taking. Let pupils rehearse a response before sharing with a group or the class. Sentence stems Model responses such as “Some people believe...”, “This source suggests...” and “These practices are similar because...”. Fade support as confidence grows. Ways to communicate Accept pointing, symbols, gestures, communication aids or recorded responses to show understanding of an RE question. Preparation for questions Share discussion questions in advance where helpful. Offer thinking time and visual choices before asking pupils to explain their reasoning. Support for group enquiry Give clear roles, such as source finder, picture sorter or question chooser. Choose groupings that enable participation and respectful listening. Visual organisation Use a simple enquiry sequence, picture prompts or a comparison grid to help pupils organise and communicate ideas. Adult support Adults clarify unfamiliar language, model explanations and prompt pupils to respond for themselves rather than speaking on their behalf. Respectful participation Make discussion expectations explicit. Pupils may explore a case study without being asked to disclose or defend their own beliefs.	Prepare key concepts Introduce essential vocabulary and ideas before the main enquiry. Use concrete examples before discussing abstract concepts such as belonging or forgiveness. Activate prior learning Revisit relevant beliefs, practices and concepts through pictures, short questions or matching tasks. Explain the connection with the new enquiry. Manage information Break a text, first-person account or film into short sections. Provide a clear focus question and pause to check meaning. Accessible sources Read aloud or provide supported audio and an accurately simplified extract. Retain important vocabulary, context and the source’s meaning. Model thinking Show how to identify evidence, interpret a symbol and build an explanation. Work through one comparison before pupils try another. Visual and concrete support Use labelled photographs, artefacts, story sequences, maps and timelines. Link each resource explicitly to the belief or practice being studied. Supported comparison Begin with two carefully selected examples. Use a same-and-different grid before extending the range of sources or perspectives. Practical enquiry Sequence a story, match a teaching to an example or sort statements about practices. Handling objects is optional; photographs offer another route. Recording understanding Offer oral explanations, labelled diagrams, typed responses or a scribed answer when writing would hide RE understanding. Assessment access Adapt the presentation and response format of Kapow quizzes and Knowledge catchers while checking the same intended RE knowledge. Revisit and refine Repeat key ideas through varied examples, identify misconceptions and reduce scaffolds gradually so pupils can use learning more independently.



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Supporting participation in enquiry, discussion, source work and wider RE experiences.

Social Emotional and Mental Health	Physical and Sensory Needs
Predictable lessons Show the enquiry question and lesson sequence. Explain changes of task, visitors or visits in advance and use clear transitions. Sensitive content Consider pupils' experiences before teaching death, suffering or persecution. Preview content and agree support with relevant staff where needed. Choice in reflection Use fictional people or source-based questions when personal reflection feels difficult. Do not require pupils to share private beliefs or family experiences. Confidence in discussion Offer paired or small-group rehearsal before whole-class talk. Avoid unexpected demands to debate, perform or answer publicly. Safe disagreement Teach how to question ideas respectfully and challenge prejudice. Make clear that different views can be explored without personal criticism. Regulation support Use agreed calming resources, movement breaks or a quieter space when needed. Plan how the pupil will rejoin the enquiry. Manage demands Keep resources ready and tasks manageable. Use a visual timer or clear finish point when this helps the pupil remain engaged. Build on strengths Use interests in stories, art, maps or community life as a route into the same RE objective. Give specific praise for learning and effort. Meaningful roles Offer achievable responsibilities, such as organising source cards or choosing a question, to support participation in group enquiry. Prepare wider experiences Use photographs, a visual itinerary and advance introductions for visits or visitors. Explain unfamiliar spaces, sounds and expectations. Check and respond Use a quiet check-in after sensitive discussion. Adjust support while retaining access to the planned learning, following school safeguarding procedures where needed.	Physical access Seating and movement Arrange accessible routes and suitable seating for source work, discussion and artefact activities. Place resources within easy reach. Handling and recording Use stable trays, larger picture cards, adapted writing tools or assistive technology. Offer photographs or adult demonstration instead of handling an object. Visits and fatigue Check access, seating, routes and rest breaks at places of worship. Provide an accessible alternative that addresses the same enquiry when required. Visual access Readable resources Provide enlarged, uncluttered texts and high-quality images with appropriate contrast. Use individual copies or digital zoom and adjust lighting or glare. Describe meaning Describe images, symbols, artwork and actions aloud. Provide accessible text or tactile alternatives where suitable, respecting how religious objects are treated. Board and presentation access Read aloud key information displayed on the board. Adapt slides and use any individual visual aids recommended for the pupil. Hearing access Clear communication Gain attention before speaking, keep faces visible and use one speaker at a time. Repeat or summarise other pupils' contributions. Audio and film Use accurate captions, transcripts and visual summaries for films or lived-experience accounts. Check understanding of key vocabulary and content. Listening environment Reduce background noise, use a smaller discussion group if helpful and follow advice about hearing equipment and seating. Sensory access Choice of experience Preview sensory aspects of artefacts, film and visits. Offer photographs, description or demonstration when touch, smells or sounds create a barrier. Reduce overload Use a calm workspace, planned breaks or agreed sensory supports. Represent fire or incense through images or other accessible resources rather than requiring direct experience.

Review adaptations through pupils' responses, work and later retrieval. Assess RE understanding and reasoning rather than writing speed, confidence in speaking or personal religious commitment.

Curriculum reference Kapow Primary Religion and Worldviews adaptive teaching guidance and Forefield RE curriculum documents. [View curriculum guidance](#)