

Planning Inclusive Lessons
RE

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • Language is clear, unambiguous and accessible. • Key words and meanings are highlighted, explained and written up, or available in some other way. • Instructions are given clearly and reinforced visually, where necessary. • Wording of questions is planned carefully • Use concrete and visual resources: hands on and experiential, use symbols, pictures and colour; this is particularly important when introducing a new topic or concept • Consider the learning environment and potential distractions • Plan to teach new religious vocabulary explicitly in context to extend proficiency in technical vocabulary. • A range of different open-ended questions • Think-pair-share 	<ul style="list-style-type: none"> • Provide learners with a glossary of key terms which they can refer to during the lesson. • Checklists/task boards, Writing frames, Sentence starters, Word banks • Use mind maps and other visual devices to help pupils • Relevant and motivating tasks to engage pupils, eg drama, roleplay, storytelling, visuals. • Show the 'big picture' • Use of ICT • Artefacts • Use memory aids: for example, visual stimuli, songs and rhymes, whatever works - pupils can often come up with their own which work for them 	<ul style="list-style-type: none"> • Be concise in teacher-led delivery • Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks. • Writing or speaking frames can be used to • Model the process you are teaching and offer guided practice: use scaffolding and coaching • Pre-tutoring of important religious vocabulary, concepts and/or processes, where appropriate. • 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. • Modelling connectives to help prompt elaboration • Regular revision and repetition

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| • Flexible groupings | | |
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