



Adaptive Teaching in RE

Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Adult scribing

If needed, adults may scribe for children to fully record their understanding and reflections in R.E. books.

Teacher intervention/discussion

The teacher probes their understanding, challenges their reasoning and explores whether they can explain the geographical ideas and concepts. We scaffold with teacher prompts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and flexible groupings

Reflect & Respond

Children are assessed with key questions with no set answers that challenge children to reflect on their spiritual growth. These may be individual, whole class, paired or scribed.

Pre-taught and embedding vocabulary

The teaching of R.E.-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different theological contexts.

Time for talk

Students should discuss and reflect on new theological knowledge and big ideas.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Reflective Journals

Children who struggle to express themselves in writing may help with creatively producing pages in our Reflective Journal with a Teaching Assistant

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating.' We often use art and poetry to express our views. We use visits from local clergy and to local churches bring our curriculum to life and give real meaning to our learning.