***Religious Education in Cheshire East***

**Religious Education and Inclusion**

Religious Education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all.

The ‘Non-Statutory Guidance for Religious Education’, (DCSF 2004) and ‘RE in English Schools’ (2010) reports contained many references to the role of Religious Education in challenging stereotypical views and appreciating, positively, differences in others. Religious Education enables pupils to consider the impact of people’s beliefs on their own actions and lifestyles and can develop pupils’ self-esteem.

**Effective inclusion involves teaching a lively, stimulating Religious Education curriculum that:**

* builds on and is enriched by the differing experiences pupils bring to Religious Education
* meets all pupils’ learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnics groups and diverse family backgrounds.

**To overcome any potential barriers to learning in Religious Education, some pupils may require:**

* support to access text, such as through prepared readings, particularly when working with significant quantities of written materials or at speed.
* help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT.
* a non-visual way of accessing sources of information when undertaking research in aspects of Religious Education, for examples using audio materials.

**More Able, Gifted and Talented Pupils**

Teachers are responsible for the majority of the provision for more able pupils and gifted and talented. Therefore, the role of the teacher is crucial in helping these pupils to reach their potential.

1. **Differentiation**

Differentiation takes many forms. Some of the major differentiation strategies are:

* differentiation by task
* differentiation by time
* differentiation by outcome
* differentiation by resources and opportunities
* differentiation by dialogue/questioning

1. **Assessment**

The principles that underpin effective class-based assessment, apply equally to the assessment of more able pupils. The same qualify feedback is required to indicate both what the child has done well and what the next step in the learning needs to be. In a number of instances, particularly at the end of a key stage, it is important for teachers to be aware of the next developmental stages in a child’s learning which may be beyond those key stage specific expectations.

1. **The learning needs of more able and gifted and talented pupils**

More able pupils need the opportunity to move rapidly through elementary stages and progress quickly to enriched, enhanced and advanced resources. They need the opportunity to work independently, make choices and develop skills in investigation and research.

* **Individualisation**

Individualisation gives the pupil greater responsibility for the content and pace of their own educational progress. In this, pupils would be required to monitor their own learning.

* **Co-operative learning**

The pupils explain their reasoning to each other. Co-operative teaching and learning interactions in the classroom are also ideal for helping pupils progress to higher levels of understanding.