



Provision for SEN and more able in Religion and Worldviews

Introduction:

Within our R&W Curriculum, the overall ethos is to develop the school values of inspire, challenge and achieve. We follow the Worcestershire Agreed Syllabus and believe that R&W is a key subject in our children's development.

Westacre's Strategies for Inclusion of all pupils and the 'most able':

Focus the Teaching

We plan differentiated tasks (BAD tasks) and learning outcomes for individuals and groups of pupils.

Provide Challenge

Our half termly topics are based upon key questions as are the individual lessons within the topics. Everyone lesson has a learning focus (WALT) and we aim to inspire imaginative, individual and innovative responses from our pupils to planned questions of meaning, purpose and value. We plan opportunities for our pupils to respond in their own ways and for them to challenge opinions and ideas with sensitivity and skill-via class discussions and debates.

Make Concepts and Terms Explicit

Westacre staff aim to help pupils to develop and use knowledge categories, key concepts, terms and language of religion and belief confidently and to analyse and interpret different narratives, genres of writing and expressive sources, including symbol and the expressive arts for religion and belief.

Our pupils look at evidence, identify perspectives and bias within and across religion and belief, and in media reporting. They understand the nature of religion and belief, how it impacts on people's lives and practice and why some people reject religious or supernatural perspectives and adopt non-religious world views.

Structure the Learning

Learning is planned so as to be both a process of discovery, (a learning journey) and chunked into starters, parts and plenaries that link together and enable our pupils to progress in knowledge, understanding of similarities and differences and in the application of religion and belief. Lessons provide good sequences of work that challenge and develop our pupil's skills and ideas.

We aim to stimulate our pupil's interest and voice and plan opportunities for our pupil's to manage parts of the lesson, for example giving feedback for plenaries or group presentations.

Make learning Active, Compelling, Engaging and Motivating

At Westacre we aim to stimulate our pupils' interest and resonate with their personal and cultural identity in religion and belief. We plan thought-provoking starters using quotes, big questions or images to explore, hook their interest and arouse curiosity. More able students can be given extension tasks-deep tasks-to deepen their thinking and understanding.

We explore open-ended Big Questions which have no answer to draw out deep learning on for example mystery, truth, the meaning of life and death using higher order thinking skills.

We challenge our pupil's with researching, imagining and exploring the role of an inspiring, visionary and courageous person such as Mother Theresa or Moses (historical and contemporary) who has stood up for a cause, e.g. modern day slavery, trafficking, injustice, discrimination or the oppression of peoples or groups, - in role assuming the character and answering questions posed to them from their peers –(including questions about meaning, values, commitments and beliefs that motivate them to take risks and live courageously for the benefit and improvement of others).

By enhancing critical reasoning skills and the development of empathy, students are offered the opportunities to pose sensitive and thoughtful questions in a safe space of trust, while looking for well informed and reasoned judgement from the person in role in response to their questions.

Amongst the strategies we implement at Westacre for SEN and gifted pupils in religious education, we use an effective questioning strategy is to make increasing demands on our learners. We move from simple knowledge / recall questions, through questions that ask for comprehension, explanation and application, then on to analysis, synthesis and evaluation, for example, moving from 'what' and 'how' to 'why' and 'what for'?

Following Bloom's taxonomy of thinking skills, we plan a variety of questions from lower order questions which test recall of knowledge, comprehension or application of material being studied, to higher order questions which require skills of analysis, synthesis and evaluation. For our pupils who are very able or gifted in religious education, it is the higher order questions which arouse curiosity and interest, focus their attention, stimulate discussion and elicit their views, feelings and experience. For our SEN pupils, the questions allow for the reinforcement of key facts and concepts.

Examples of lower order questions:

- ☐ Knowledge: Who.. What.. Where.. When.. How..?
- ☐ Comprehension: What do we mean by? Explain
- ☐ Application: What other examples are there

Examples of higher order questions:

- ☐ Analysis: What are the features of parts of what is the evidence for
- ☐ Synthesis: How could we add to improve, design or solve
- ☐ Evaluation: What do you think about criteria to assess or judge

Westacre pupils who are most able or gifted in R&W are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary;
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

In more general terms, they may also:

- have highly-developed skills of comprehension, analysis and research;
- show quickness of understanding and depth of thought

Our more able pupils may need to start with the higher order questions when they are already proficient in the lower order skills. They may also respond to questions which require prediction and creativity, e.g., 'What would happen if...'

We also plan 'Can we still ...?' questions giving our pupils opportunities to recall information from previous lessons and so commit it to their longer term memory.