

<p><b>KS3 Rationale</b></p> <p>As a department we have adapted the Tameside Local Agreed Syllabus which allows us to build on the suggested topics taught throughout primary school, avoiding duplication and encouraging the completion of study of the main six world religions by the end of Key Stage 3. The GCSE skills of knowledge, understanding, analysis and evaluation are gradually introduced and re-enforced throughout Key Stage 3 with Years 9-11 focusing on applying these skills to topical issues, and to understand the role and place of religion in the wider world and society.</p>	<p><b>KS4 Rationale</b></p> <p>The RE Department follows the EDEXCEL Religious Studies B Units 1B: Religion &amp; Ethics through Christianity &amp; 2C: Religion, Peace &amp; Conflict through Islam. EDEXCEL was chosen due to staff experience teaching and examining with this board and the units reflect the main religious traditions not only in West Hill School but also in the UK. In order to prepare pupils for the GCSE, both religions studied are taught in every year of Key Stage 3 providing and building on the GCSE skills.</p> <p>The new non-GCSE RE KS4 course has been specifically developed to draw on KS3 knowledge, but develop pupils understanding of the significance and place of religion in the wider world and society: focussing on political debates and countries that they may encounter throughout their lives. This in essence supports what we feel is the vision of RE at West Hill: to prepare our boys for life in the modern world.</p>
<p><b>Pedagogy within the classroom</b></p> <p><b>High expectations</b> of all pupils regarding behaviour for learning and outcomes</p> <p><b>Pace.</b> Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.</p> <p><b>Challenge</b> All pupils are challenged in order for them to make the best possible progress from their individual starting points</p> <p><b>Questioning</b> will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning.</p> <p><b>Progression.</b> All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p><b>Links to School Improvement Plan</b></p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term</p> <p>Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.</p> <p>Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p>
<p><b>Skill Progression</b></p> <p>Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum</p>	<p><b>SEN</b></p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately</p> <p>Understanding the SEN needs of all pupils on the SEN register in the class</p> <p>Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN</p> <p>Not seeing the “label” but seeing the child</p> <p>Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less</p> <p>Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work</p>