



At Priestley, Greater Depth is all about giving the children the opportunity to 'master' their understanding of key concepts and ideas. So, when we talk about Greater Depth, we are talking about mastery of an objective, topic or subject

### Greater Depth Religious Studies

Will show:

- **Independence** – Apply the skills and knowledge without the recall of the teacher e.g. making a conscious decision about how to present their learning.
- **Fluency**– Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding – e.g. offer ideas to help another, teach a peer or suggest the use of previously taught vocabulary in speaking and writing activities.
- **Application** – Freedom of choice of how to apply the skill and knowledge to a range of different contexts, including other areas of the curriculum – e.g. recognising religion and choices made by others based on religion in historical circumstances.
- **Consistency** – Consistently use their skills, knowledge and understanding.
- **Link It** – Organise ideas to make connections with other areas of learning and new ideas. Making links to prior learning and other subjects e.g. PSHE links with understanding ourselves, Geography and understanding where Religions are based, History – links to religion throughout history.
- **Re-visit It** – Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty – recall vocabulary specific to certain religions.
- **Explain It** – Able to explain their understanding to others and perhaps be a learning buddy to others – explain different aspects of religion and any similarities between them.

As teachers we will...

- Provide opportunities by offering a range of resources and materials.
- Question, and challenge will be differentiated and open ended to extend thinking.

Greater Depth Learners in RE will be able to make links with other learning and understand and relate to the beliefs of others.



At Priestley, we believe children with SEND are those that have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

### SEND Religious Studies

Will be able to:

- explore and achieve in line with their peers through being able to access a range of purposeful activities tailored to individual need.

As teachers we will...

- always set suitable learning challenges.
- modify the curriculum to remove barriers, so all pupils meet the same objectives.
- constantly review any possible environmental barriers to achievement such as sound, light & seating plans.
- show an awareness of pupils preferred learning styles
  - when teaching - visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video. Songs and video clips are used to help children hear and practise the language
  - for recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.
  - to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help
  - repetition of new language both throughout a single lesson and in future lessons – repetition through songs, video clips, PowerPoints and speaking opportunities.