



RE & Sociology Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

Attend:

Strong relationships and predictable routines create classrooms where pupils feel safe, known and ready to learn. Staff greet pupils at the door, establish calm starts and prioritise connection before correction. Engagement and attendance patterns are monitored closely, with concerns shared promptly with pastoral teams. Where barriers arise, early conversations focus on understanding need and adapting support. At GCSE and A Level, structured preparation, recorded revision sessions and 1:1 support reduce anxiety and ensure equitable access. Expectations remain high, with support designed to secure full participation in the curriculum rather than dependency.

Learn:

Staff have a precise understanding of pupils' starting points, particularly literacy levels, and use whole-school assessment and SEND information to inform adaptive teaching. Seating plans are purposeful and regularly reviewed. The curriculum is coherently sequenced and collaboratively planned to ensure clarity and ambition. Lessons explicitly model high-quality responses, chunk complex theological and sociological concepts and use structured writing frames to support extended answers. Homework is purposeful and accessible; nurture students prioritise key vocabulary while all pupils are challenged to think critically and analytically. Assessment is used responsively so misconceptions are addressed quickly and progress is secured. A key strength of the department is recognising and supporting the access arrangement needs for all pupils where possible to ensure they face fewer barriers to their learning and future progress.

Keep Up

Retrieval practice is embedded across topics to strengthen long-term memory and vocabulary acquisition. Pupils are explicitly taught how to revise, plan essays and apply exam technique effectively. High-quality teaching remains the primary driver of progress, supplemented by targeted GCSE and A Level intervention, often delivered 1:1. Where attendance at sessions is not possible, recordings ensure equitable access. Support focuses on removing specific barriers - literacy, confidence in extended writing, exam structure - and is reviewed regularly through assessment outcomes and student voice. Consistent routines and clear instruction reduce lost learning time and maintain strong curriculum access.

Enrich

Enrichment builds cultural capital and deepens understanding of lived religion and society. Visits include the Holocaust exhibition at the Imperial War Museum, Bhaktivedanta Manor for GCSE Religious Studies, and a Year 8 "Sacred Spaces" visit to a gurdwara, mosque and Orthodox synagogue. We also run visits to the Glastonbury Goddess Temple for KS5 RE and Shepton Mallet Prison for KS5 Sociology to make lived experiences real for students. These experiences provide first-hand access to communities and histories some pupils may not otherwise encounter. Competitions such as Spirited Arts and the Schools Bible Project encourage creativity and scholarly engagement. Financial or practical barriers are addressed through whole-school systems to ensure equitable participation and high aspiration for disadvantaged and SEND pupils.

Engage

Positive relationships with families strengthen outcomes. Communication around revision, intervention and enrichment is clear and proactive, particularly at examination points. Recorded materials and guidance on vocabulary and exam preparation support learning at home. Teachers plan and facilitate meetings with parents where appropriate to support the progress of all students, but particularly those who are disadvantaged or have SEN.