

Religious Education Curriculum



Religious Education Department Statement of Intent



“....to act justly, to love tenderly and to walk humbly with your God.” Micah 6:8

Religious Education at St Joseph's is about engaging, inspiring, challenging and encouraging students, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society and encourage respect for all beliefs. We want them to know how religious education promotes discernment in an environment where the Catholic faith enables students to combat prejudice, preparing them for adult life, employment and life-long learning.

Aims of the Religious Education Department

Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory). With this as their primary aim, Catholic schools serve diverse populations of students and within this context the Religious Education Curriculum Directory (RECD) makes the aims of Religious Education explicit:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable students continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that students can make a critique of the underlying trends in contemporary culture and society;
- To raise students' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of students so that they can relate their Catholic faith to daily life;
- To stimulate students' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable students to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.

WHY STUDY RELIGIOUS STUDIES?

Investigate ultimate questions such as "why does evil exist?" and "what is the purpose of life?"

Study topics that explain the diversity of life and religion in the modern world

Improve philosophical thinking skills and the ability to think outside of the box

Understand contemporary ethical and religious issues such as medical ethics and religious fundamentalism

Develop communication skills and learn to clearly express your views and increase your self-confidence

RELIGIOUS STUDIES COMPLEMENTS OTHER SUBJECTS

- ART**: An understanding of religious ideas, symbols and concepts is crucial to a good understanding of art.
- ENGLISH**: A knowledge of religious literature, concepts and symbols is crucial to the study of literature.
- HISTORY**: Religious Studies helps to develop greater understanding of the religious issues behind important events in history.
- PHILOSOPHY**: Religious questions are often deeply philosophical and can serve to improve the critical thinking skills necessary for philosophy.
- PSYCHOLOGY**: Religious Studies promotes deeper thought and analysis of complex issues such as "Do humans have an in-built need for a divine being?"
- SCIENCE**: Religious Studies often adds the "why" questions and can provide an important perspective when considering the "how" questions often asked in science.

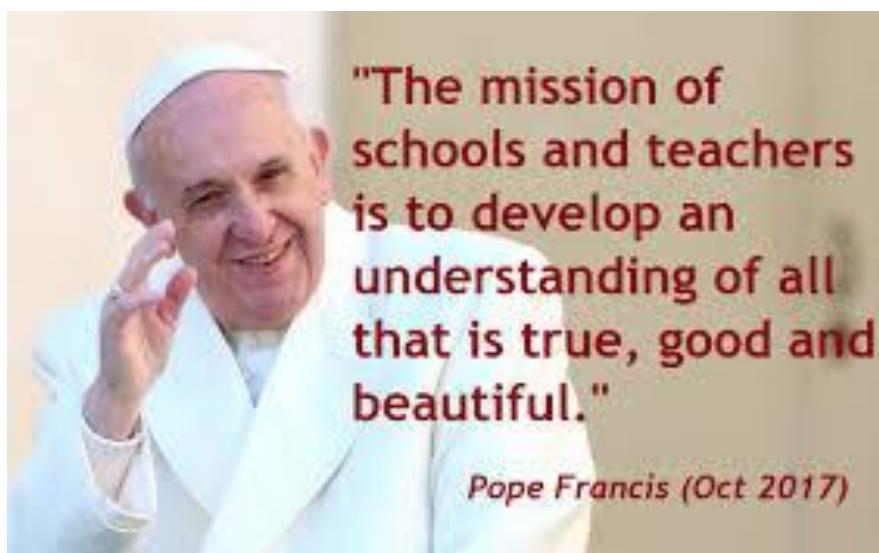
Hinduism
Judaism
Islam
Christianity
Buddhism
Sikhism

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life

Religious Education is not within the National Curriculum framework. As a Catholic school, our planning follows the Curriculum Directory. The Curriculum Directory specifies that topics be taught through four key themes, based on documents from Vatican II. These are: Revelation, The Church, Celebration, and Life in Christ. The Curriculum Directory also mandates the teaching of other world religions apart from Christianity. Taking each of these themes, we combine knowledge and skill to allow students to develop and nurture the following:

- A rich and deep knowledge of Christianity Beliefs and Practices.
- An ability to navigate relevant ideas surrounding philosophy, theology and ethical studies.
- RE will also contribute to the student's knowledge and development of British Values and SMSC.
- An understanding of skills such as 'outline', 'describe', 'explain', 'evaluate' and 'analyse'
- Religious literacy
- An understanding of how a successful Religious Education can lead to many opportunities in terms of careers and a successful society.

Throughout Year 7 and Year 8 we aim to do at least two media studies, where we look at religious themes in films and newspaper articles. We do this to allow students to develop a critical eye when judging what we see in the media and to show them practical application of these themes in their lives. We also use our extra-curricular opportunities to feed into successful lessons, allowing students to live out the values and experience first-hand the practices taught in our lessons. Examples include our Parish Priest leading a lesson every term, class Mass, our strong chaplaincy team, and our retreats.



Religious Education Department Overview of Intent

Curriculum Intent – Year 7

By the end of Year 7 our students will...

Subject Content

As we have students arrive to us from a mixture of primary settings, all of which will have taught RE to a various degree, we assume no prior knowledge in any students whilst also allowing stretching opportunities for those who have a substantial amount of knowledge.

We have chosen to dedicate this year to teaching the required topics from the Curriculum Directory chronologically. We have done this to impress upon our students that historical nature of our subject – these themes and events we are looking at are not merely abstract but the history of our living faith. We also hope that teaching in this way will prevent confusion, such as students being unable to understand that Jesus was Jewish.

We therefore start with the module ‘People of Promise – Covenant’ covering topics such as: the nature and purpose of a covenant; the life of Abraham; the sacrifice of Isaac; the life of Moses, including a media study; the 10 plagues; and the 10 commandments.

This leads nicely into our next module ‘Judaism’. It is vital that we teach about the Jewish religion for numerous reasons. Firstly, as Catholics Judaism is the religion of Jesus and the foundation that our faith grew from. Secondly, Catholic schools are mandated to teach Judaism as part of the GCSE and therefore an early understanding of the religion can only be beneficial to our students. Finally, the rise in antisemitism in the UK and around the world must be challenged. We at St. Joseph’s believe that the best way to do this is through education where students are in a secure environment allowing them to ask questions and have misconceptions addressed by qualified staff. In this module students will learn about: how the 10 commandments are applied today and evaluate the usefulness of them as rules for the 21st century; Torah; Mitzvot including food laws; creation; festivals such as Shabbat, Passover, Hanukkah, Rosh Hashanah and Yom Kippur; and rituals and ceremonies such as Bar and Bat Mitzvah, weddings and funerals.

After this we focus on the ‘Life of Jesus’ in our next module. This covers topics such as: the annunciation and birth of Jesus; the early life and baptism of Jesus; miracles; parables; and the Sermon on the Mount. Through this module students can explore and understand the life and teachings of Jesus. This leads them to analysis of how we can and do apply these to our modern day.

Our next module is ‘Paschal Mystery’ where students: encounter teaching of the events of Holy Week, including their importance and significance in worship today; undertake a media study focused on Holy Week, specifically Easter Sunday; evaluate alternative resurrection theories; and analyse and evaluate both the Jewish and Christian idea of ‘Messiah’.

This then leads us on to teach the module ‘Early life of the Church’ which teaches how Christianity spread from Jerusalem around the world, with a particular focus on the spread of Christianity to the UK. To this end, this module contains lessons on: Judas’ replacement; Pentecost; how early Christians avoided persecution; Saints Stephen, Peter and Paul; how Christianity was brought to the UK; Celtic Christianity; the Reformation; and Thomas Beckett.

Having covered the events of early Christianity and its spread, we dedicate our last module in Year 7 to ‘Our World’ which helps students to understand how we can put Christian teachings into practice by applying them to topics such as: Asylum Seekers and Refugees; Human Rights; prejudice and discrimination, including a media study; and stewardship and climate change.

Curriculum Intent – Year 8

By the end of Year 8 our students will...

Subject Content

Once we have laid the foundation of the history of Christianity in Year 7, Year 8 is our opportunity to build upon this knowledge of beliefs and teachings by examining Christian practices. We start the year with the module ‘Vocation and Tradition’ which includes lessons focused on: the Bible, its contents, writers and impact today; the Magisterium, its history, organisation and impact today; and vocation, including the call to priesthood and religious life, alongside a media study.

Our next module ‘Parish and Pilgrimage’ affords us the opportunity to build on knowledge of the paschal mystery by examining the layout of and objects in a Catholic church. We further build on this knowledge and the idea of miracles by taking an in-depth look at the story of Saint Bernadette and the events at Lourdes, including how that has inspired pilgrimage there today. This allows students the understanding and appreciation of the importance of pilgrimage across all religions.

We then move onto the module ‘The Church in the World’ which builds on student knowledge of the teachings of Jesus by demonstrating how and why charities do their work. There is a specific focus on specifically Catholic and Christian charities such as CAFOD, SVP and Fairtrade. This module allows for group work and students to think of innovative ways to ensure the teachings of Jesus are still lived out today.

Students then encounter the module ‘Sacraments’ which builds on their knowledge of the life of Jesus and Biblical events and teachings. In lessons we do deep dives into all seven of the sacraments, understanding the nature, importance, and symbols of each one.

After this module is completed, we look at two smaller modules. The first is ‘The Trinity’ where we look at the significance of the Trinity for Christians, alongside biblical text (Jesus’ Baptism) and sources of wisdom and authority (The Nicene Creed). Students will also study the symbols of the Trinity and have an opportunity to create their own. Next, we move onto ‘The Holocaust’. This module gives students the chance to consider moral questions surrounding the Holocaust, as opposed to historical considerations. Students will engage with questions such as how this could happen and why it did so. We also look at the role of Catholic figures such as Saint Maximillian Kolbe.

Finally, as the Curriculum Directory instructs us to teach “the life and practices of...other religious communities” and British Values directs us to foster a “mutual respect for and tolerance of those with different faiths and beliefs and for those without faith” we dedicate a whole term to the faiths of Hinduism, Buddhism and Sikhism. For each religion students develop a knowledge and understanding of: the nature of God; the creation story; the rituals and ceremonies; festivals; prayer life; places of worship; and important figures.

Curriculum Intent – Year 9

By the end of Year 9 our students will...

Subject Content

The first module we complete in Year 9 is ‘Philosophy of Religion’ which looks at the philosophical questions, concepts and theodicies such as: the characteristics of God; the design argument; the cosmological argument; the problem of evil and suffering and the Catholic response; moral decision making. We also include the ethical topics war and pacifism.

Next, we move on to the module ‘Medical Ethics’ where students explore: sanctity of life; abortion; euthanasia; genetic engineering and transplant surgery. This module also includes media studies surrounding Euthanasia.

Our final ethical modules of study is ‘Religion and Society’ where students engage with topics such as: Capital Punishment; the equality of men and women; living in a multi-ethnic society; racial harmony; living in a multi-faith society; marriage; divorce; sexual relationships; and contraception. This module allows for a couple of media studies around capital punishment and racial harmony.

Again, following the Curriculum Directory instruction to teach “the life and practices of...other religious communities” and the British Value of “mutual respect for and tolerance of those with different faiths and beliefs and for those without faith” we finish Key Stage Three with an in-depth look at Islam. We hope that through an education where students are in a secure environment and allowed them to ask questions and have misconceptions addressed by qualified staff we will play our part in tackling the rise of instances of Islamophobia in the UK. This topic covers: Islamophobia and the media; Prophet Muhammad (PBUH); Qur'an; the 5 Pillars of Islam; Jihad; and the veil.

Curriculum Intent – Year 10 and 11

By the end of Year 11 our Students will...

Subject Content

All students follow Edexcel GCSE Religious Studies Specification A. The combination of the units below fulfils the criteria of the Bishops Conference Curriculum Directory and the requirement to study a second world faith. Final assessment is via three exam papers. Assessment over two years is based on Edexcel Assessment Objectives.

A01: Describe, explain, analyse, using knowledge and understanding. (50%)

A02: Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (50%)

It is intended that all students will gain a GCSE in Religious Studies.

Year	Component	Content	Exam
10	Paper One Catholic Christianity	Beliefs and Teachings Practices Sources of Wisdom and Authority Forms of Expression and Ways of Life	50%
10	Paper Two Judaism	Beliefs and Teachings Practices	25%
11	Paper Three Philosophy and Ethics	Arguments for the Existence of God Relationships in the Twenty-First Century	25%
11	Revision Programme		

SMSC in Religious Education

Spiritual Development:

Students are encouraged to discuss the meaning and purpose of life. There are many opportunities to learn from and share their own experiences, to reflect on and interpret spirituality in their own lives and discuss and to consider responses to ultimate questions. Students are given opportunities to be reflective about their beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Moral Development:

Students debate moral topics in all units of work covered in RE. Students are expected to justify personal responses to moral issues and listen to the opinions of others. Issues of right & wrong and good & bad are explored consistently and students are often asked to approach topics including; abortion, the death penalty and euthanasia objectively which requires them to critique their own personal moral codes and allows them to understand and appreciate the viewpoints of other people. Students develop their understanding of Catholic gospel values and how these impact on their behaviour; For example, respect.

Social Development:

Discussion is central to any RE lesson at St Joseph's. This encourages students to become adept in both speaking and listening. Social education in RE involves exploring similarities and differences in religions and cultures through which students can start to link religion to personal action in everyday life. This is also reflected in their relations with others in the classroom and their ability to work productively with their peers and to resolve conflicts effectively. Social Development in RE enables students to have the ability to accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also allows students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development:

Students will learn about other religions, giving them an opportunity to appreciate what it means to belong to a religious group. Students will have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others as well as an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Students will cover the meaning of belonging to a multi-faith ever changing society as well as being given an appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Students will develop their understanding of their cultural heritage including an understanding of the Catholic values and have a promoted interest in exploring and improving their understanding of, and showing respect for cultural diversity. Students will also be given opportunities to understand, accept, respect and celebrate diversity, as

shown by their attitudes and respect for different religious, ethnic and socio-economic groups in the local, national and global communities

Religious Education contributes to our students' SMSC development through:

- Developing an understanding of individual identity
- Focusing on the beliefs of self and exploring the origins of these
- Studying of major world religions (such as; Christianity, Islam, Judaism, Hinduism and Sikhism) to see how different people live, promoting tolerance and understanding
- Reflecting on responses to 'ultimate questions'
- Studying different moral issues and justifying own views such as abortion, euthanasia and the death penalty
- Exploring two key religions at GCSE (Catholic Christianity and Judaism). This includes detailed coverage of the beliefs and teachings of these religions and the main practices
- Working as part of a group or team, sometimes to create their own working teams
- Sharing of views and opinions with others and resolving any differences maturely, this is particularly prevalent during the curriculum covered in Year 9
- Showing respect for people, living things, property and the environment
- Reflecting on one's contribution to society and how we can support other communities
- Learning about religious groups in the school and wider community and how they contribute towards the wider local community
- Considering non-religious and social responses to issues



Gospel Values

Gospel Value	Found in RE:
Faithfulness and Integrity	Being supportive of all staff, being honest in character. Consistency in praise, rewards and sanctions. Allowing students to have faith in their ability. Found in the study of; Marriage, Being made in God's image, Relationships, Euthanasia, Abortion, Death Penalty, Human Rights
Dignity and Compassion	Acknowledging that everyone is made in God's image and should be treated as a child of God. Helping people see their worth and understanding individual needs and circumstances. Found in the study of; Euthanasia, Abortion, Prejudice and Discrimination, Human Rights, Study of other Faiths
Humility and Gentleness	Encouraging people to accept mistakes and demonstrating that no-one is perfect, accepting constructive criticism and areas for development, developing empathy. Found in the study of; Environment, Genetic Engineering, Fertility Treatment, Reconciliation, Class discussions and Debates
Truth and Justice	Promoting fairness, forgiveness and honesty. Found in the study of; Death Penalty, War, Human Rights, Refugees, Fairtrade, Community Cohesion, Prejudice and Discrimination, Sacraments
Forgiveness and Mercy	Everyone is entitled to a second chance, modelling the behaviour and actions of Jesus. Encouraging people to be able to forgive themselves and others. Found in the study of; Reconciliation, War, Islam, Death Penalty, Jimmy Mizen and Anthony Walker
Purity and Holiness	Encouraging self-reflection, Crucifixes in classrooms, Prayer at the end of the day, modelling of the Gospel values. Found in the study of; Form Patrons, Baptism, Marriage and Family Life, Pilgrimage, Prayer, Meditation and time in chapel, Class Masses

Tolerance and Peace	Being tolerant of others and their views, resolving disputes, being accepting of others, team work and collaborative learning. Found in the study of; War, Human Rights, Pilgrimage, Community Cohesion, Human Rights, Study of Judaism, Hinduism, Sikhism, Buddhism, Islam, Humanism and those of no faith
Service and Sacrifice	Giving time up for others – staff and students, being generous with our time, Loving your neighbour, encouraging others to serve the community. Enrichment and extra-curricular activities. Found in the study of; Vocation, Stewardship, Life of Jesus, CAFOD, SVP, Fairtrade, Class Masses, class visits from Fr Richard

Promoting British Values in Religious Education

The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.



The Rule of Law

Students gain an understanding of the value by highlighting the rules of the Church and God in the Religious Education curriculum, for example the Ten Commandments and the Precepts of the Church. Students also consider topics such as the death penalty, abortion and euthanasia and reflect on whether laws should be adapted or changed. Students have the opportunity to consider what the world would be like without laws. There is a clear code of conduct in lessons which students are expected to follow. We learn about the truth that the Church and Jesus Christ teaches us and the need to be just and honest, highlighting that our laws are inspired by Christian values.

Mutual Respect and Tolerance

Our Religious Education curriculum follows the teaching of the Church in providing a broad and balanced education, which includes an understanding of, and respect for, people of other faiths or none, and other religions, cultures and lifestyles. Studying stories in the Bible that Show how Jesus encouraged tolerance in stories such as The Good Samaritan and The Women at the Well. We also place an emphasis in RE that every person is unique and "created in the image of God". Our students learn about the wrongs of religious extremism and how living side by side, despite our differences, brings peace. We explore what unites us rather than what divides us. We have a freely accessible chapel which is open for all faiths to use.

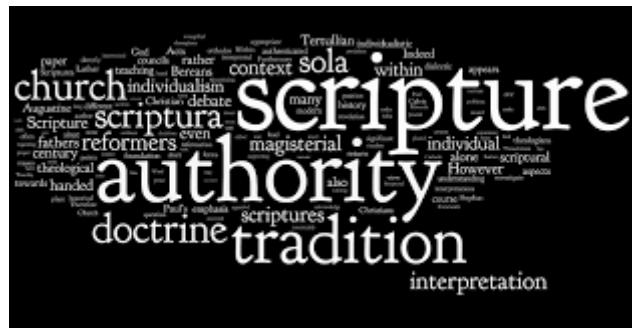
Democracy

Students are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Students also have the opportunity to air their opinions and ideas during class discussions and Student Voice within Religious Education. This allows students to have their opinions heard and helps influence the delivery of the curriculum. Students also experience the democratic voting system when considering how Judas was replaced after his death.

Individual Liberty

In Religious Education we encourage students to be independent in their learning. Providing students with opportunities for reflection as they take responsibility to discerning their vocation. Students are encouraged to form their own opinions about the topics we cover and be able to express and explain these in an articulate way.

Literacy and Religious Education



Whenever it is appropriate literacy objectives should be built into the lesson along with RE specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning and mental start-up activities at the start of each lesson. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of RE will inevitably result in students being more able to articulate theological and philosophical ideas in their own words.

Key Areas of Literacy

Vocabulary	Oracy
Key issues	Use language precisely Listen to others and respond by building on ideas and views
Technical and specialist words Appropriate usage Correct spelling Understand meaning	
Common difficulties	Common difficulties
<ul style="list-style-type: none"> □ Time and repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts. □ Ordinary words with alternative meanings can be difficult as it causes cognitive conflict. 	<ul style="list-style-type: none"> □ Constant use and repetition are essential. Words which are not frequently used are easily forgotten □ Often little planned time in lessons to "talk" □ One word answers for fear of getting it wrong
Supporting strategies	Supporting Strategies
<ul style="list-style-type: none"> □ Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically □ Use vocabulary frequently using open questions □ Use words in sentences to keep reflecting back □ Use models and picture to help visualise the word □ Use flash cards to test students understanding □ Ask students to explain using pictures to encourage language development □ Use visual clues e.g. hand signals □ Use poetry, rhymes, raps and rhythms to aid memory and link to modern culture □ Get students to make own word lists to collect new words and test and check their meaning □ Regular review of key vocabulary through tests and home learning tasks 	<ul style="list-style-type: none"> □ Teacher model good use of theological and philosophical language □ Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language □ Use a range of questioning strategies □ Allow students "thinking" time □ Offer students challenge □ Use games to encourage meaningful peer group talk and embed new word and concepts □ Use small group discussion to develop student understanding through conversation in a less threatening atmosphere

<p>Reading</p> <p>Key issues Strategies to help reading for understanding</p> <ul style="list-style-type: none"> Locating and using information Summarising Synthesise learning from reading <p>Common difficulties</p> <ul style="list-style-type: none"> Children often prefer fiction to non-fiction texts Children prefer to use interactive methods of discovering information e.g. Internet Limited range of text that can be offered to students Weak readers can lack the ability to scan and skim read Students prefer to copy chunks of text without checking their relevance <p>Supporting Strategies</p> <ul style="list-style-type: none"> Develop activities to promote meaningful reading experiences Activities prior to reading that give students a desire to find out more e.g. using a contents page or index Activities associated with reading to make the data processing easier e.g., cloze procedure, sequencing, underlining Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising 	<p>Writing</p> <p>Key issues Correct spelling and punctuation Follow grammatical conventions Organise work in a logical and coherent form</p> <p>Common difficulties</p> <ul style="list-style-type: none"> Many students are reluctant writers Poor handwriting and spelling can make writing difficult to interpret Lack of understanding what they are being asked to write about Time pressure in lessons to get ideas or work down onto paper <p>Supporting Strategies</p> <ul style="list-style-type: none"> Plan to incorporate the different forms of exam question responses into lessons Use different types of text Get students to analyse prose to look for key words and phrases Get students to criticise and improve on received text Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate Use writing frames where appropriate, encouraging students to use it as a guide line and eventually manage without Encourage students to redraft work in lessons using teacher comments Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo Teach students how to summarise text e.g. crosswords, catchword When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. This is a strong argument because....., however, in contrast.....
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Religious Education Structure

Name	Role
Mrs Jessica Sneyd	Head of Religious Education
Miss Helen Jones	Assistant Head of Religious Education and PSHE Co-ordinator
Mrs Sara Pepperday	Shepherd of Catholic Life
Miss Jeanette McShane	RE Teacher
Miss Tania Lagano	RE Teacher
Mr Michael Singleton	Assistant Headteacher

The Religious Education department is made up of an experienced team of staff who are highly dedicated to the subject area. The department provides lessons that are active and engaging, maximising the interest and enthusiasm of our students, so that lessons are thoroughly enjoyed and understood. We endeavour to promote lessons that are imaginative, creative and involving current affairs.

There are currently four specialist RE classrooms that are suited together on the first floor of the tower block. Three rooms have a projector and one room is equipped with an interactive TV screen. All rooms have a desk top computer. There is a chapel on the second floor of the tower block. The department has a small collection of religious artefacts, various textbooks to suit all year groups and Bibles.

Curriculum Structure

Students in Year 7, 8 and 9 follow a programme of study which aligns to the Religious Education Curriculum Directory as set out by the Catholic Bishops of England and Wales and the Catholic Education Service.

In Years 10 and 11 students study Religious Studies following Edexcel Specification A.

An overview of the topics in the courses is shown below:

Year 7

<p><u>Autumn Term 1</u></p> <p>Welcome lesson Promises and covenant Introduction to Abraham Abraham's covenant Sacrifice of Isaac Prince of Egypt Overview of Moses' life Ten Plagues Ten Plagues God v science Build your skills – evaluation – Ten Plagues Passover Assessment Preparation Assessment</p>	<p><u>Autumn Term 2</u></p> <p>Assessment feedback Ten Commandments Ten Commandments today Build your skills –Evaluation – Ten Commandments Introduction to Judaism today Torah Mitzvot Food laws Creation Shabbat Jewish festivals project Bar and Bat Mitzvah Jewish wedding and divorce Jewish funerals Assessment preparation Assessment</p>
<p><u>Spring Term 1</u></p> <p>Jewish understanding of Messiah Annunciation of Jesus Early life of Jesus and his baptism Jesus' miracles Parable of the Good Samaritan Parable of the Sheep and Goats Parable of the Talents Modern parable role play Sermon on the Mount Jesus' temptation in the desert Assessment preparation Assessment</p>	<p><u>Spring Term 2</u></p> <p>Palm Sunday Maundy Thursday Good Friday Easter Sunday CSI – What happened to the body? The Lion, the Witch and the Wardrobe Schools Bible Project</p>
<p><u>Summer Term 1</u></p> <p>Replacing Judas Pentecost Beginning of the Church St Stephen St Peter St Paul Build your skills – evaluation- saints Overview of denominations within Christianity Start of the Church in Britain Celtic Christianity Martin Luther Thomas Beckett</p>	<p><u>Summer Term 2</u></p> <p>Assessment Prep Assessment Jesus' teaching on prejudice and discrimination Wonder Creation story Stewardship Introduction to Human Rights Christianity and Human Rights Asylum seekers Christian attitudes to asylum seekers</p>

Year 8

<u>Autumn 1</u> The Bible – contents Bible - How to use Bible - importance today Apostolic Succession and the Pope Magisterium / Bishops and Catechism of the Catholic Church Priests / Nuns Sister Act Vocation Assessment preparation Assessment	<u>Autumn 2</u> Form Patrons Church Layout Objects in a Church How Parishes help families Parish Project Pilgrimage introduction Lourdes Church in the World – SVP Church in the World - CAFOD Assessment preparation Assessment
<u>Spring 1</u> Fairtrade Fairtrade project Sacraments Introduction Baptism Believers Baptism Pentecost recap and Gifts of the Holy Spirit Confirmation Eucharist Reconciliation Marriage	<u>Spring 2</u> Holy Orders Young Nuns Sacrament of the Sick Funerals Trinity Nicene Creed Trinity symbols Assessment preparation Assessment Holocaust Overview Freedom Writers Diary
<u>Summer 1</u> Introduction to Hinduism Trimurti Creation story Ganesh Ramayana and Hanuman Worship Mandir Festivals Life after death Assessment preparation Assessment	<u>Summer 2</u> Introduction to Sikhism Beliefs about God The 10 Gurus Founding of the Kalasa The 5 K's Gurdwara Guru Granth Sahib Festivals Introduction to Buddhism Buddha Karma and Reincarnation Temples and Monks Way of life

Year 9

<p><u>Autumn 1</u></p> <p>Christian beliefs about God Expression of God in the Arts Design Argument Causation Argument Design V Causation Moral and Natural Evil Problem of Evil Catholic responses to Evil and Suffering Build your skills – Evaluation on Evil and Suffering Assessment Preparation Assessment The Shack</p>	<p><u>Autumn 2</u></p> <p>Moral decision making Build your skills – Evaluation on moral decision making Sanctity of life Causes of war Just war and pacifism Euthanasia – non religious view Euthanasia Catholic/Christian view Euthanasia Documentary Build your skills – Evaluation Euthanasia Abortion – non-religious view Abortion – Catholic/Christian view Build your skills – evaluation abortion Assessment preparation Assessment</p>
<p><u>Spring 1</u></p> <p>Introduction to Genetic Engineering Arguments for and against Genetic Engineering Build your skills – evaluation Genetic engineering Introduction to IVF Arguments for and against IVF Introduction to Transplant surgery Transplant surgery game Arguments for and against Transplant surgery Revision for Year 9 Exam</p>	<p><u>Spring 2</u></p> <p>Year 9 Exam Introduction to Capital Punishment Capital Punishment Documentary – Inside Death Row with Trevor McDonald Arguments for and against Capital Punishment Build your skills – evaluation – Capital Punishment Attitudes towards men and women Attitudes towards women in religion Vicar of Dibley Build your Skills – evaluation – attitudes to women in religion Catholic Young Writers Award for selected classes</p>
<p><u>Summer 1</u></p> <p>Benefits of multi ethnic societies Catholics and racial harmony Martin Luther King and Nelson Mandela Asylum seekers and refugees Multi-faith society Purpose of Catholic marriage Divorce Mrs Doubtfire Secular attitudes to sex and family Catholic and religious attitudes to sex and family Introduction to contraception Catholic attitude to contraception Purple pen and catch up</p>	<p><u>Summer 2</u></p> <p>Introduction to Islam Islamophobia My Name is Khan Prophet Muhammad Qur'an 5 Pillars of Islam Prayer and Mosque Jihad Veil Pilgrimage</p>

Year 10

<u>Autumn 1</u> Paper 1 CATHOLIC CHRISTIANITY Beliefs and Teachings The Trinity Biblical understandings of God as Trinity Creation The nature of humanity The Incarnation The events of the Paschal Mystery The nature of salvation and grace Eschatology	<u>Autumn 2</u> Paper 1 CATHOLIC CHRISTIANITY Practices The sacramental nature of reality Liturgical worship The funeral rite Prayer Forms of popular piety Pilgrimage Catholic Social Teaching Catholic mission and evangelism
<u>Spring 1</u> Paper 1 CATHOLIC CHRISTIANITY Sources of Wisdom and Authority The Bible Interpretations of the Bible Scripture, tradition and the Magisterium of the Church The Second Vatican Council The Church as the Body of Christ and the People of God The Four Marks of the Church Mary as a model of the Church Sources of personal and ethical decision-making	<u>Spring 2</u> Paper 1 CATHOLIC CHRISTIANITY Forms of Expression and Ways of Life Catholic Church architecture Catholic Church features Sacred Objects Art work in Catholicism Sculpture and Statues Symbolism and Imagery in religious art Drama Music in worship
<u>Summer 1</u> Paper 2 JUDAISM Beliefs and Teachings The nature of the Almighty Shekhinah Messiah The covenant at Sinai The covenant with Abraham Sanctity of life Moral principles and the Mitzvot Jewish beliefs about life after death	<u>Summer 2</u> Revision and preparation for Year 10 Exams Year 10 Exams Year 10 Work Experience Revision of work covered so far

Year 11

Autumn 1 Paper 2 JUDAISM Practices Public acts of worship The Tenakh and Talmud Prayer Shema and Amidah Rituals and Ceremonies Shabbat Festivals Features of a synagogue	Autumn 2 Paper 3 PHILOSOPHY AND ETHICS Arguments for the Existence of God Revelation Visions Miracles Preparation for Pre-Public Exams and completion of exams Religious Experience The Design Argument The Cosmological Argument The existence of suffering
Spring 1 Paper 3 PHILOSOPHY AND ETHICS Religious Teachings on Relationships and Families in the 21st Century Marriage Sexual relationships The family Support for the family Family planning Divorce, annulment and marriage	Spring 2 Revision
Summer 1 Revision and completion of GCSE Exams	Summer 2 Exams completed



RE Learning Journey

Y7 – Y11



SUCCESS

in

Year 7 and 8



STEP 1:

- I can show some knowledge of a Religion's beliefs
- I can give a statement for more than one point of view.

STEP 2:

- I show some knowledge and understanding of religious beliefs and use some religious vocabulary.
- I can give a statement for more than one point of view and use some specialist vocabulary.

STEP 3:

- I show basic understanding of religious beliefs and use some specialist vocabulary.
- I can give a basic statement for more than one point of view and give an attempt at a judgement.
- I show some use of SOWAs in a basic way.

STEP 4:

- I show a fair knowledge and understanding of religion's beliefs and can say how these might influence individuals, communities and society.
- I can give fair statements about more than one point of view leading to a fair attempt at a judgement. I can attempt to demonstrate how belief might influence individuals, communities and society. I can use specialist vocabulary and SOWAs in a simple way.

STEP 5:

- I show reasonable knowledge and understanding of religious beliefs and their influence.
- I can use correct specialist vocabulary.
- I can give a reasonable statement for different points of view.
- I can use correct specialist vocabulary and SOWAs.

STEP 6:

- I show sound knowledge and understanding of religious beliefs and their influence.
- I can use accurate specialist vocabulary and refer to sources.

STEP 7:

- I can give sound statements to support more than one viewpoint and give sound judgments.
- I use accurate specialist vocabulary and refer to some SOWAs.

STEP 8:

- I show a very good, detailed knowledge of different religion's beliefs and their influence.
- I can use specialist vocabulary accurately and cite sources accurately.
- I can give very good, detailed analysis and evaluation, presenting different points of view and formulate a judgement.
- I use specialist vocabulary accurately AND use SOWAs appropriately and in detail.

STEP 9:

- I show generally accurate knowledge of different religion's beliefs and their influences.
- I give good attempts at analysis and evaluation and recognise alternative views.
- I can form a reasonable judgement.
- I use specialist vocabulary and can interpret SOWAs.

SUCCESS in Year 9



STEP 7:

- I show basic understanding of religious beliefs and use some specialist vocabulary.
- I can give a basic statement for more than one point of view and give an attempt at a judgement. I show some use of S.O.W.A's in a basic way.

STEP 8:

- I show a fair knowledge and understanding of religion's beliefs and can say how these might influence individuals, communities and society.
- I can give fair statements about more than one point of view leading to a fair attempt at a judgement. I can attempt to demonstrate how belief might influence individuals, communities and society. I can use specialist vocabulary and SOWAs in a simple way.

STEP 5:

- I show reasonable knowledge and understanding of religious beliefs and their influence.
- I can use correct specialist vocabulary.
- I can give a reasonable statement for different points of view.
- I can use correct specialist vocabulary and SOWAs.

STEP 6:

- I show sound knowledge and understanding of religious beliefs and their influence.
- I can use accurate specialist vocabulary and refer to sources.
- I can give sound statements to support more than one viewpoint and give sound judgments.
- I use accurate specialist vocabulary and refer to some SOWAs.

STEP 7:

- I show generally accurate knowledge of different religion's beliefs and their influences.
- I give good attempts at analysis and evaluation and recognise alternative views.
- I can form a reasonable judgement.
- I use specialist vocabulary and can interpret SOWAs.

STEP 8:

- I show a very good, detailed knowledge of different religion's beliefs and their influence.
- I can use specialist vocabulary accurately and cite sources accurately.

- I can give very good, detailed analysis and evaluation, presenting different points of view and formulate a judgement.
- I use specialist vocabulary accurately AND use SOWAs appropriately and in detail.

STEP 9:

- I show highly detailed knowledge of different religion's beliefs and their influence.
- I can extensivly use a range of specialist vocabulary.
- I show detailed analysis and formulate judgments.
- I use specialist vocabulary accurately and appropriately.
- I use and interpret SOWAs extensivly and appropriately.

STEP 10:

- I show a highly detailed knowledge of religious beliefs and their influence.
- I refer to a range of sources accurately and explain their relevance to a topic.
- I show high level analysis and present alternative points of view.
- I use specialist vocabulary and SOWAs extensivly, appropriately and with accuracy.

- STEP 6:**
- I show sound knowledge and understanding of religious beliefs and their influence.
 - I can use accurate specialist vocabulary and refer to sources.
 - I can give sound statements to support more than one viewpoint and give sound judgments.
 - I use accurate specialist vocabulary and refer to some SOWAs.

SUCCESS in GCSE RE



- STEP 10:**
- I show a highly detailed knowledge of religious beliefs and their influence.
 - I refer to a range of sources accurately and explain their relevance to a topic.
 - I show high level analysis and present alternative points of view.
 - I use specialist vocabulary and SOWAs extensively appropriately and with accuracy.

STEP 7:

- I show generally accurate knowledge of different religion's beliefs and their influences.
- I give good attempts at analysis and evaluation and recognise alternative views.
- I can form a reasonable judgement.
- I use specialist vocabulary and can interpret SOWAs.

STEP 8:

- I show a very good, detailed knowledge of different religion's beliefs and their influence.
- I can use specialist vocabulary accurately and cite sources accurately.
- I can give very good, detailed analysis and evaluation, presenting different points of view and formulate a judgement.
- I use specialist vocabulary accurately AND use SOWAs appropriately and in detail.

STEP 9:

- I show highly detailed knowledge of different religion's beliefs and their influence.

STEP 11:

- I show an excellent and highly detailed knowledge of different religion's beliefs and their influence.
- I can refer to sources extensively and accurately and demonstrate their relevance.
- I show highly detailed analysis and form well reasoned judgments.
- I consistently use specialist vocabulary and use SOWAs extensively, accurately and appropriately.

STEP 12:

- I show outstanding, highly detailed knowledge and understanding of different religion's beliefs.
- I use a wide range of specialist vocabulary and can cite relevant sources accurately.
- I construct coherent, reasoned arguments and judgments.
- I use specialist language extensively and can provide a fully justified conclusion.

Assessment Principles

The schemes of learning and lesson outcomes for each Year group are within the relevant areas on the shared drive.

In Religious Education, students will have two books – one which will contain all notes from lessons and another which will contain all assessments. The Class-Notes Book should have a cover on the front of the book and the relevant progression scales on the inside front cover. The Assessment Book should have an Assessment Tracker on the inside page and first lined page Class work notes should predominantly use peer and self-assessment as a method of marking with student responses to this marking as appropriate. Teachers will mark a 4 question, 27 mark assessment every two weeks. Students will then purple pen these assessments for improvement. Marks should be recorded in staff planners or an tracker on TEAMS and students should also record these on their progress trackers so that progress can be monitored.

Exam questions, skills building and assessments will support as the tracking behind student progress. Teacher marking should be used to assess the pieces of work using the progression scales to provide a constructive next step for the student, work should be given the relevant mark and then a 'Next Step' to allow students to improve their work using purple pen. The 'Next Step' should explicitly show students how to improve their work and achieve a higher grade. The results of the assessment should be tracked on the student tracker, therefore indicating a students' areas for development.

Books should be marked in line with the school impact marking policy. Literacy marking should be completed in line with school policy and following the codes that are on the front of every student exercise book.

StudentThe RE Department expects that oral feedback should be given to students on a frequent and regular basis. It may be given at any time during a lesson to a student or a group of students.

An important aspect of Religious Education is that we must foster positive relationships between teacher and students. This allows students to have a safe environment to express feelings and reflect on experiences which encourage students to formulate beliefs and promote student's own self esteem. The RE Department's expectation is that opportunities for good questioning and dialogue should be planned within the scheme of work. Questioning and Dialogue should be included at various moments in a lesson but most specifically in the Starters and Plenaries. Quality questioning will develop and reflect on students' personal experiences and encourage the formulation of their own beliefs.

student**student**Model answers and mark schemes for tests should be shared with students so that they can correct, evaluate and improve responses during purple pen time.

Forming Judgements for Data Drops: All judgement should be skills based using the progression scales not grades in Year 7 and Year 8. When judgments are to be formed for reporting purposes, a holistic approach should be used considering each student's learning

journey. This should include all evidence from the assessments, class work, homework responses and attitude to learning.

All assessment data entered onto SIMS recording student progress at each Data Drop is monitored by the Head of Department in accordance with school policy. Each class teacher is responsible for highlighting any students in their classes who are underachieving or are a cause for concern in Class Intervention Sheets and Progress To Target meetings with the Head of Department.

studentModeration of assessments and the sharing of good practice will take place during departmental meetings where possible on Tuesday evenings.

When writing reports to parents, all staff should follow school guidelines. Staff should provide a current and forecast grade, an attitude to learning score and a target comment of no more than two sentences.

Sanctions and Rewards

The Department follows the school policy in relation to sanctions and rewards. Behaviour for learning strategies should be used to provide a positive learning environment for all students. Unacceptable behaviour should be reported using the school behaviour system. The school system for incidents, referral and detentions should be followed.

The department recognises the importance of rewarding students for their work in order to encourage as well as praise.

Rewards for work produced has a motivational role in helping students to realise that their work is valued and that it is always important to produce work to the best of their ability.

Students will receive EPraise points from their class teacher for a piece of work that falls into one of the following: A piece of work that reflects that students' level or target grade. A piece of work where the student has clearly tried hard and made an effort, even if it falls short of their target. Students should be rewarded with Epraise points for excellent attitude or effort, for achievement or contributions to school life. The Department are encouraged to make contact with parents at least once a half term with praise emails or postcards. Staff should also nominate students for their Stars of the Week to be published on the school Facebook page every week.

Home Learning

The Department follows school policy in relation to homework:

- Homework should be set once a week using the Epraise facility.
- Students should be set a variety of tasks from creative, using online learning to more academic tasks.

- Class teachers should keep a record of homework completion.
- Appropriate sanctions should be given to students who regularly fail to complete homework.
- Home learning tasks should be decided on by the teacher as each class is very different and has unique needs.
- Home learning tasks should be appropriate to the class that students are in.
- When marking exam questions, teachers should give them a mark and what could be improved. It is important that students are well informed of how to reach their full potential.

Monitoring and Evaluation

The Department follows the school monitoring and evaluation procedures.

- Exercise books are monitored formally once a term by JS & HJ and feedback given to staff and SLT. Informal book looks may happen more often in a supportive capacity.
- Lessons are formally and informally monitored through observations, learning walks and pop ins from JS in order to ensure classes are in order and to provide appropriate coaching and support for all staff. These are also available by request to provide support and enable staff to agree suitable targets.
- Mutual observations and Team Teaching will also take place to ensure that good practice is shared effectively within the department.

State/Outline:
Write three pieces of information in three sentences.
Remember each one must be on a new line.

Show off what you know about the topic in the question!

Explain/Describe + SOWA:
Same as a normal explain and describe, except this time you should include a SOWA. This could be a quote from a holy book, a prayer or something a religious figure has said.

Evaluate:

Argue for and against a statement. You should write 3 paragraphs using the PE~~S~~AC structure.
Your last paragraph must be a well rounded and supported conclusion/judgement

Tell me if you think an argument is right or wrong and why!



“God doesn’t require that we succeed; he only requires that we try”



~ Mother Teresa

Explain/Describe:
Write two paragraphs.
Each should have a point that has been developed with detail/examples.

Enrichment and Extra-Curricular

The Religious Education department offers weekly enrichment during P6 and also other activities and trips/visits as they arise from external providers.

Religious Education offers

- Mission Team
- Entering the Schools Bible Project Competition
- Entering the Catholic Young Writers Award
- Entering the Spirited Arts Competition
- Supporting the provision of PSHE and delivering the SRE programme as part of whole school and cross-curricular SRE provision
- Visiting speakers
- Confirmation Preparation
- Chaplaincy

Extra-curricular visits include

- FLAME every two years in London
- Retreats to Savio House, Bollington and / or Castlerigg
- Attending BOSCEP school events such as 'The Way' held at Thornleigh and the BOSCEP schools GIFT Team day

Passports and refer often to the SEND register.