

Curriculum Statement

RE Department



Intent – What we are trying to achieve?

- The RE department seeks to promote the spiritual and moral development of all through learning about and learning from religion. Religious Education is taught from a Catholic perspective and other world religions, namely Judaism and Islam, are also studied. As a department we aim to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future and pupils are able to reflect upon their meaning, significance and God-given purpose in the world.
- RE is an essential part of life at Painsley. It is at the heart of the school curriculum. It seeks to develop students as religiously literate young people and equips them with the skills necessary to engage in religious and moral debate. RE helps to support students on their faith journey, providing knowledge and understanding for spiritual reflection. We are guided by the Bishops' Directive in what we study.
- All pupils study RE in their time at Painsley and we aim to emphasise the usefulness and relevance of the subject to all pupils. Religious Studies is a rigorous and demanding academic discipline in its own right. It provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness.
- As a department we will continue to look at ways in which all pupils from all backgrounds and abilities are catered for. This will be focused on areas such as intervention and the setting of pupils.
- RE is taught by highly-qualified staff who will support students to develop mastery of concepts and inspire enthusiasm and interest.
- At KS5 students study Philosophy, Ethics and an in-depth study of Christianity. Students are encouraged to debate all topics and look critically at arguments for and against key concepts. We try to incorporate a university-style learning experience including tutorials, assessed and independent work.
- The RE curriculum across the key stages is relevant and reflective of the context of our students and encapsulates fundamental Gospel Values. Our lessons regularly address themes of acceptance, respect and diversity.

Implementation – How do we translate our vision into practice?

- Every lesson in our schemes of learning has clear success criteria that are designed to be a guide to success. Modelling and scaffolding (such as sentence starters and tips) are used to assist pupils in structuring their work
- Assessments are also produced each term to reflect the needs of students and GCSE expectations. There is also consistency in terms of topic delivery between groups, regardless of their ability.
- We ensure a fair access to high quality revision resources both externally bought (Kerboodle) as well as internally produced (at GCSE all pupils received 2 revision guides free of charge and in Year 7 our study guides are produced free of charge to help pupils and parents with the transition to high school RE).
- In the RE department our success criteria from KS3 are focused on skill techniques so pupils are fully aware and well versed in the expectations of the AQA specification that they will sit in Year 11. This also means skills are developed and honed from Year 7 all the way through to Year 11. Success criteria also focus on developing key religious knowledge and the promotion of religious literacy.
- At KS5 assessed and independent work carries a success criteria and the AO1 and AO2 assessment strands have been put into student friendly language, in collaboration with the students, so they have a clear knowledge of what is expected of them in their assessments
- As a Catholic school we follow the Bishops' Directive, which means we study Christianity and Judaism at GCSE.
- In the RE department we are establishing clearer links to future careers within the curriculum. This includes careers focused starters embedded into applicable lessons, which demonstrate to pupils the transferable skills RE offers, but also the plethora of jobs that can be undertaken, such as charity work.
- Our PSHE and Citizneships links in the curriculum are clear (Rights Respecting schools audit) and the department has a crucial role in promoting the Catholic ethos that incorporates the fundamental Gospel values, as well as British Values.

- Each unit in RE across all year groups has a key word glossary and pupils complete vocabulary quizzes and keyword tests based on these. Furthermore, pupils are expected to write an extended writing piece in all assessments.
- From September 2019 all student books will have a full Learning Journey (KS3 version and a KS4 version). This will outline for pupils what modules they will be studying and the areas they will be assessed on so pupils have a clear idea about where their learning will be going and what they can really look forward to studying. Across all key stages, pupils are assessed through GCSE style questions, which means pupils have a clear idea about the expectations of assessment throughout their time at Painsley.
- Our vision is further translated into practice through our careful setting of pupils, taking into consideration attainment and social groupings. Furthermore, we consistently aim to deliver quality first teaching so pupils are engaged in the subject and have clear ideas about our expectations in terms of assessments. We ensure success criteria are differentiated based on outcome and pupils are challenged at the appropriate level to succeed.
- As a department we would like a broader engagement with diocesan training so more members of the department can benefit from this
- In RE we are developing a Core Knowledge Curriculum. This involves 5in5 core knowledge, low order recaps every lesson. Homework is also to include a 10 question core knowledge recall as the first 10 minutes of a homework. Pupils also RAG rate the core topics within a module, so they have a clear focus for revision and teachers can keep record of in class assessment scores as Q4s and Q5s are to be completed at least once on the fortnightly marking cycle.
- In RE we will be following the College's model for student feedback, following the Re-Teach, Consolidate and Extend model.
 In the re-teach group pupils will be working with the class teacher and the main ideas from the previous lesson or relevant session will be covered again using different strategies.
 In consolidate groups pupils will be set a task to bring together their knowledge and/or skills further. The extend group will be set a largely independent task where they further their knowledge on an area. This may take the form of further reading, or a more difficult application question, for example. In RE, the extend group may also be challenged to apply their thinking to philosophical challenges or problems

Impact – What is the impact of our curriculum on the students?

- Pupil progress is tracked instantly through their performance in the 5in5 quizzes at the start of a lesson. Furthermore, as a department we complete moderation within the 6 week assessment cycle to ensure consistency across the department
- We have seen in RE an increase in students studying Theology or Philosophy at university as well as carrying out voluntary work at Catholic Youth residential centres
- As a subject we have a crucial role in developing the soft skills focused on the Gospel Values in the young people at Painsley. This is demonstrated through our thriving school chaplaincy.
- In terms of formative assessment this is within the assessment cycle as per the school's policy (we also ensure at least a 50% spiral learning element is added), and furthermore through practice questions in class and keyword tests.
- In terms of summative assessment the core knowledge curriculum is ensuring we have a lesson by lesson picture of the low order recall our pupils are able to achieve and pick up on areas of misunderstanding swiftly. We use peer and self-assessment strategies, such as highlighting the use of Point, Evidence, Explain, to also train and ensure pupils have a clear understanding of the success criteria set and are able to show areas that need working on and areas of strength. All of this then shapes the Schemes of Learning in place and the homework set for particular groups.
- The assessment records are monitored by class teachers and the HOD and taken to Line Management if applicable. Intervention is set up as appropriate and this is under constant review. Student and parent voice is also conducted frequently throughout the year and as a department we react to this accordingly and alter practice as necessary.