

Followers of Christ	Resilient Thinkers	Responsible Community	Respectful Individuals	Excellent Achievers	Family
					
Faith	Resilience	Community	Respect	Excellence	Family



“I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.”

Psalm 32:8

Intent

Why do we teach Religious Education?

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church’s moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum

The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life

For the Key Stage Three curriculum we follow the Religious Education Curriculum Directory.

For the Key Stage Four curriculum we follow the GCSE Religious Studies Edexcel Specification A Curriculum, this allows for an in-depth study of Catholic Christianity, Judaism and Philosophy and Ethics.

Assessment for Key Stage Three.

Pupils are formally assessed twice every half term, via extended pieces of writing or presentations. The themes are revisited in a spiralised curriculum, which starts in KS2 and continues through KS3.

The themes that are assessed are:

Creation and Covenant

Prophecy and Promise

Galilee to Jerusalem

From Desert to Garden

To the Ends of the Earth

Dialogue and Encounter

Pupils will also be assessed using checkpoint quizzes on their recent learning alongside questions that consider previous learning. This allows teachers to assess pupil recall of previous knowledge.

Assessment for Key Stage Four.

Throughout KS4 pupils are assessed twice every half term using past questions or papers from the exam board, mark schemes are used alongside GCSE grade boundaries.

Pupils will also be assessed using checkpoint quizzes on their recent learning alongside questions that consider previous learning. This allows teachers to assess pupil recall of previous knowledge.

Spiritual development and growth of Key Stage Three and Four pupils.

RE assessment can be split in to two categories; the 'knowing kind' and the 'personal qualities, beliefs and values kind'. The above forms of assessment are linked to the 'knowing kind'. The development of 'personal qualities, beliefs and values' are far less straightforward to assess. Pupils are however given opportunities to respond to the learning and knowledge that they are developing by taking part in retreats, charity events, liturgical prayer and demonstrating our school values.