

# KS4 Long Term Plan

Subject: RE

Exam Board: Edexcel



## Curriculum Statement of Intent RE:

The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church. Religious Education is 'the core of the core curriculum' (Pope St John Paul II) in this Catholic school and it is at the heart of the philosophy of Catholic Education, therefore we believe that RE is a subject for **all** pupils, whatever their own family background and personal beliefs and/or practices. We aim to convey how Religious Education plays an important role in preparing pupils for their future, employment, and lifelong learning. We ensure this by creating an engaging and diverse curriculum that is in line with the Catholic Curriculum Directory.

Religious Education at St Paul's teaches about the faith in line with the Gospel teachings, and invites the individual to respond to the message of Christ. As the individual responds to this invitation, growth in faith and knowledge helps the pupils to respond to the call to holiness and understand the fullness of what it is to be human.

The RE department enacts this by allowing pupils to develop effective and purposeful religious literacy; to acquire and develop knowledge and understanding of the beliefs and teachings within Catholicism and the other principal religions and world views represented in the United Kingdom; to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures; to develop attitudes of respect towards other people who hold views and beliefs different from their own; to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom, and to be able to live out those beliefs and teachings through their choice of actions.

RE is regarded as an academic discipline with the same systematic demands and the same rigour as the other disciplines. Our intent as a Department is to ensure that RE be the key element in an inter-disciplinary dialogue amongst subjects. We are concerned with not only intellectual knowledge but also with emotional and affective learning. We are aware that without religious education, pupils would be deprived of an essential element of their formation and personal development which helps them attain a vital harmony between faith and culture. The content of Religious Education will help the pupil make a critique of all other knowledge, leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body.

We believe that religious education offers a space where by reflecting on their own beliefs, values and experiences in the light of their study, pupils can grow intellectually and spiritually alike and thus be ready to live out their beliefs through their actions, in light of the demands of religious commitments in everyday life.

### **Curriculum Statement of Implementation:**

Content is mapped out so to get it all covered by the end of the Spring 2 term. Year 10 cover the Catholic Christian paper which ensures that the foundations of the faith are covered in detail. This then allows for them to approach Judaism. Judaism is to be taught as a stand-alone faith and not as a comparative to Catholicism. In Yr11 students are then mature and ready to study Philosophy & Ethics, which lends itself to much more debatable content based on more modern day topics, such as divorce and contraception. The skills are well embedded by then, thus making it easier to keep the focus on skills and not just topical content. This is the most logical approach to delivery of content.

Lessons are planned centrally and we have a bountiful shared area which ensures a consistent approach to the standard of classroom teaching. This also ensures that we are reflective practitioners in order to keep the learning fun, up to date and keep students interested. Quiet reflective/thinking time is allowed for students in all lessons to facilitate debate and discussion so students feel confident to express verbally their opinions at all times.

The primary skills of outlining, explaining and evaluating are focused on, but an understanding of the content is essential first. Time is spent at the start of every lesson to re-call and interleave previous content. Once understanding is grasped, then they apply this knowledge to the skills required to sit the GCSE paper and be successful. Every lesson covers an exam style question – a, b c or d. The use of official sources of wisdom and authority is an integral part of every lesson, with a big push on interpretation of official quotes within most lessons.

Homework is used to further understanding of content and skills, as a form of consolidation. Students use a blue book to complete all questions and homework tasks in and is marked accordingly by their class teacher where they act on feedback in order to try to close the 'gap' with marking in order to allow students to make rapid and sustained progress throughout both years. Blue books are checked and moderated regularly to ensure standards are consistent within the Dept.

Students are tested regularly through end of topic tests, keyword tests and interleaved mixed tests so to build their confidence and identify gaps in their learning. That paired with the use of very specific PLC's means that students have all the required resources to assist them with becoming religiously literate mature young adults independently outside of the school environment too.

Booster sessions are offered in Yr11 and the focus shifts to different key groups per round of boosters, thus ensuring that students get the specific, tailored help they need to ensure they are religiously literate and prepped as best possible for their GCSE's.

Students are thoroughly prepped for all exams with intense revision and interleaving embedded, which we hope makes them feel supported by their teachers in order to equip them to do the best they possibly can.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<p><b>w/b 5/9</b> (1 WEEK- 3 lessons) Re-cap of Section 1 Catholic 'Beliefs &amp; Teachings'</p> <p><b>w/b 12/9</b> – 3 lessons on HOW TO ANSWER PART (D) QUESTIONS</p> <p><b>w/b 19/9</b> Start Catholic 'Practices' (14 lessons up to half term)</p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> (Simple introduction to these skills to begin with)</p> <p>w/b 28/9 introduce the use of sources of wisdom &amp; authority (using evidence)</p> <p>By end of unit start to introduce the skill of evaluation.</p>	<p><b>Catholic 'Beliefs &amp; Teachings' End of Topic Test : Monday 19<sup>th</sup> P1 and 2</b></p> <p><b>w/b 26/9: Keyword Test for Catholic 'Practices'</b></p>
Yr 10 Autumn 2	<p><b>w/b 31/10</b> – Finish Catholic 'Practices' (6 lessons)</p> <p><b>w/b 14/11</b> Start 'Catholic Sources of Wisdom &amp; Authority' (14 lessons up to half term)</p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> <i>-Use of sources of wisdom &amp; authority (fully embed)</i> <i>-Evaluate (begin to embed this)</i></p>	<p><b>Catholic 'Practices' End of Topic Test : Monday 14/11 P1 and 2</b></p> <p><b>w/b 21/11: keyword test for Catholic 'Sources of Wisdom &amp; Authority'.</b></p>
Yr 10 Spring 1	<p><b>w/b 3/1</b> Finish 'Catholic Sources of Wisdom &amp; Authority'</p> <p><b>w/b 16/1 INTERLEAVE CATHOLIC BELIEFS AND TEACHINGS</b> (3 LESSONS)</p> <p><b>w/b 23/1</b> (2<sup>nd</sup> lesson that week) Start Catholic 'Forms of Expression &amp; Ways of Life' (8 lessons up to half term)</p>	<p>(skills as above) Interleaving all content from previous unit of study in this week. Interleaving at start of lessons will focus on Catholic Beliefs &amp; Teachings and Practices thereafter.</p>	<p><b>Catholic 'Sources of Wisdom &amp; Authority' End of Topic Test: Monday 16/4 P1 and P2.</b></p> <p><b>w/b 30/1: Keyword Test for 'Catholic Forms of Expression &amp; Ways of Life'</b></p>
Yr 10 Spring 2	<p><b>w/b 20/02</b> Finish Catholic 'Forms of Expression &amp; Ways of Life' (11 lessons)</p> <p><b>w/b 20/3 INTENSIVE REVISION OF CATHOLIC CHRISTIANITY</b> (6 lessons prior to half term)</p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> <i>-Use of sources of wisdom &amp; authority</i> <i>-Evaluate</i></p> <p>Interleaving ALL content from all 4 units of study.</p>	<p><b>Catholic 'Forms of Expression &amp; Ways of Life' End of Topic Test: Thurs/Fri 23/24<sup>th</sup> of Feb.</b></p>
Yr 10 Summer 1	<p><i>Students will be in and out of exams – independent revision for w/b 17/4 and 24/4 when in RE lessons.</i></p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> <i>-Use of sources of wisdom &amp;</i></p>	<p><b>Yr10 Mock Exams start 17/4 and 24/4.</b></p>

	<p><b>Judaism (Paper 2)</b></p> <p>w/b 1/5 Start Jewish 'Beliefs &amp; Teachings' (12 lessons up to half term)</p>	<p>authority -Evaluate</p> <p>Interleaving at the start of every lesson through a re-call task based on previous studies.</p>	<p>w/b 8/5 : Keyword Test for 'Catholic Forms of Expression &amp; Ways of Life'</p>
Yr 10 Summer 2	<p>w/b 5/6 Finish Jewish 'Beliefs &amp; Practices' (9 lessons)</p> <p><b>FINISH BY MONDAY 26<sup>TH</sup> JUNE</b></p> <p>w/b 26/6 <b>INTERLEAVING CATHOLIC CHRISTIANITY AND JUDAISM UP TO THE SUMMER HOLIDAYS.</b></p>	<p>(skills as above)</p>	<p>Jewish 'Beliefs &amp; Teachings' End of Topic Test: 26/6 P1 and P2.</p> <p>Comprehensive keyword test – ALL Catholic Christianity w/b 26/6</p>
Yr 11 Autumn 1 (2022-2023)	<p>w/b 5/9 (1 WEEK- 3 lessons) Part (d) Focus (structure, conclusions, evidence, logical chains of thought etc.) – on Catholic Christianity &amp; Judaism.</p> <p>w/b 12/9 Start Judaism 'Practices' (15 lessons)</p> <p>w/b 17/10 <b>CATHOLIC CHRISTIANITY REVISION IN PREP FOR MOCK EXAMS.</b> (3 lessons)</p>	<p>-Outline -Explain (knowledge &amp; understanding) -Use of sources of wisdom &amp; authority -Evaluate</p> <p>Interleaving at the start of every lesson through a re-call task for Catholic Christianity all 4 sections of the paper.</p>	<p>w/b 21/9 keyword test for Judaism Practices.</p>
Yr 11 Autumn 2	<p>w/b 31/10 <b>CATHOLIC CHRISTIANITY REVISION IN PREP FOR MOCK EXAMS.</b> (3 lessons) =6 lessons in total.</p> <p>Students will be in and out of exams – <i>independent revision</i> for w/b 7/11 and 14/11 when in RE lessons.</p> <p>w/b 21/11 Finish Jewish 'Practices' (6 lessons)</p> <p><b>Philosophy &amp; Ethics (Paper 3)</b></p> <p>w/b 28/11 Start Ethics 'Relationships' (6 lessons)</p>	<p>(all skills as above)</p> <p>-Evaluation – use of supporting evidence and appraisal of evidence used. All interleaved content.</p>	<p>Yr11 Mock Exams start 7/11 and 14/11</p> <p>Comprehensive keyword tests (Date TBC)</p>
Yr 11 Spring 1	<p>w/b 3/1 Finish 'Relationships' (12 lessons)</p>	<p>(all skills as above)</p> <p>All interleaving content at the</p>	<p>w/b 4/1 keyword test for Arguments for the Existence of God.</p>

	<p><b>w/b 30/1</b> Start Philosophy 'Arguments for the Existence of God' (6 lessons up to half term)</p>	<p>start of lessons will focus on Judaism Beliefs &amp; Teachings and Practices in prep for PPE's at the start of Feb.</p>	
<p>Yr 11 Spring 2</p>	<p><b>w/b 20/2</b> REVISION FOR PPE EXAMS (3 lessons )</p> <p><i>Students will be in and out of exams – <u>independent revision</u> for w/b 27/2 and 6/3 when in RE lessons.</i></p> <p><b>w/b 13/3</b> Continue with 'Arguments for the Existence of God' (9 lessons up to half term)</p>	<p>(all skills as above)</p> <p>Interleaving at the start of lessons will focus on previous unit of study – Philosophy.</p>	<p><b>Yr11 PPE Exams start 27/02 and 6/3</b></p> <p><b>End of topic Test for Arguments for the Existence of God Friday 5<sup>th</sup> March.</b></p> <p>w/b 8/3 keyword test for Ethics Family Life &amp; Relationships.</p> <p>Interleaving 'Mixed Test' in blue books on Friday 26<sup>th</sup> March.</p>
<p>Yr 11 Summer 1</p>	<p><b>w/b 17/4</b> Finish 'Arguments for the Existence of God' (6 lessons)</p> <p><b>ALL CONTENT FINISHED BY END OF W/B 24<sup>th</sup> APRIL 2023</b></p> <p><b>INTENSIVE REVISION IN PREP FOR GCSE STARTS</b></p>	<p>(all skills as above)</p> <p>Continued interleaving at the start of lessons.</p>	<p><b>End of topic Test for Ethics Family Life and Relationships Friday 30<sup>th</sup> April.</b></p>