

# KS4 Long Term Plan 2021-2022

Subject: RE

Exam Board: Edexcel



## Curriculum Statement of Intent RE:

At KS4 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. Because RE is central to the curriculum of the Catholic school and it is at the heart of the philosophy of Catholic education, 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 religious literacy; to acquire and develop knowledge and understanding of Christianity 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.

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 effective 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.

### **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>w/b 2/9 (1 WEEK- 3 lessons) Introduction to GCSE RE, overview of the spec and how to answer part a &amp; b exam style questions.</p> <p>w/b 7/9, w/b 14/9, w/b 21/9, w/b 28/9, w/b5/10, w/b12/10 and w/b 19/10 ( 7 WEEKS – 21 lessons) Start Catholic Christianity Paper 1, Section 1– <b>Catholic Beliefs &amp; Teachings</b></p>	<p>-Outline -Explain (knowledge &amp; understanding) (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>w/b 7/9 Keyword Test for Catholic Beliefs &amp; Teachings.</p> <p><b>Catholic Beliefs &amp; Teachings End of Topic Test Friday 23<sup>rd</sup> October.</b></p>
Yr 10 Autumn 2	<p>w/b 2/11 &amp; w/b 9/11 (possible interruption to lessons –TBC), w/b 16/11, w/b 23/11 , w/b 30/11, w/b 17/12 ,w/b 14/12 (5 WEEKS – 15 lessons) Start Catholic Christianity Section 2, <b>Catholic Practices.</b></p>	<p>-Outline -Explain (knowledge &amp; understanding) -Use of sources of wisdom &amp; authority (fully embed) -Evaluate (<u>begin</u> to embed this)</p>	<p><b>Yr10 Exams w/b 2/11 and 9/11.</b></p> <p>w/b 16/11 keyword test for Catholic Practices.</p> <p>Interleaving 'Mixed Test' in blue books on Friday 11<sup>th</sup> Dec.</p>
Yr 10 Spring 1	<p>w/b 4/1 (1 WEEK – 3 LESSONS) Re-cap Catholic Practices</p> <p>w/b 11/1, w/b w/b 18/1, w/b 25/1, w/b 1/2, w/b 8/2 (6 WEEKS – 18 lessons) Start (and finish content) Catholic Christianity Paper 1, Section 3 – <b>Catholic Sources of Wisdom &amp; Authority.</b></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>End of topic Test for Catholic Practices Friday 8<sup>th</sup> December.</b></p> <p>W/B 11/1 Keyword Test for Catholic Sources of Wisdom &amp; Authority.</p>
Yr 10 Spring 2	<p>w/b 22/2 (1 WEEK – 3 LESSONS) 2 lessons on how to answer part d exam questions effectively. 1 lesson; end of topic test.</p> <p>w/b 1/3, w/b 8/3, w/b 15/3, (3 WEEKS = 9 lessons, topic 1-5 of the topic) Start Catholic Christianity Paper 1, Section 4 <b>Forms of Expression &amp; Ways of Life.</b></p> <p>w/b 22/3, w/b 29/3 (2 WEEKS = 5 lessons; hols on Thurs) Revision lessons on all of Catholic Paper 1.</p>	<p>-Outline -Explain (knowledge &amp; understanding) -Use of sources of wisdom &amp; authority -Evaluate</p> <p>Interleaving content from all previous 3 sections of the Catholic Christianity Paper in pre for their Mock Exams after Easter.</p>	<p><b>End of topic Test for Sources of Wisdom &amp; Authority Friday 26<sup>th</sup> February.</b></p> <p>W/B 1/3 Keyword Test for Catholic Forms of Expressions &amp; Ways of Life.</p> <p>Comprehensive Keyword Test (during revision at teacher's discretion).</p>

			Interleaving 'Mixed Test' in blue books on Thursday 1 <sup>st</sup> April (as part of revision).
Yr 10 Summer 1	<p>w/b 3/5, w/b 10/5, (2 WEEKS = 6 lessons) Finish off Catholic Christianity Paper 1 - Section 4 <b>Forms of Expression &amp; Ways of Life.</b></p> <p>w/b 17/5, w/b 24/5 (2 WEEKS -6 lessons) Start Judaism Paper 2, Section 1 – <b>Jewish Beliefs &amp; Teachings</b> (2 WEEKS = 6 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 based on previous studies.</p>	<p><b>Yr10 Mock Exams start 19/4 and 26/4.</b></p> <p>w/b 17/5 Keyword Test for Judaism Beliefs &amp; Teachings.</p> <p><b>End of Topic Test for Catholic Christianity Forms of Expression &amp; Ways of Life Friday 28<sup>th</sup> May.</b></p>
Yr 10 Summer 2	<p>w/b 7/6, w/b 14/6, w/b 21/6, w/b 28/5, w/b 5/7 (4 WEEKS = 12 lessons) Finish Judaism Paper 2 Section 1 – <b>Jewish Beliefs &amp; Teachings</b></p>	(skills as above)	<p><b>End of Topic Test for Judaism Beliefs &amp; Teachings Friday 9<sup>th</sup> July.</b></p> <p>Interleaving 'mixed' test in blue book on Friday 18<sup>th</sup> June.</p>
Yr 11 Autumn 1 (2020-2021)	<p>w/b 1/9, w/b 7/9, w/b 14/9 (3 WEEKS – 9 lessons) Re-cap/Review/Interleave <b>Judaism Beliefs and Teachings</b> (section 1 of Judaism Paper)</p> <p>w/b 21/9, w/b 28/9 (2 WEEKS – 6 lessons ) Start <b>Judaism Practices</b> (Section 2 of Judaism Paper)</p> <p>w/b 5/10 (1 WEEK plus any other lesson time we see students in between exams- 3 lessons) Revision of <b>Catholic Christianity</b> in prep for Mock Exams.</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><b>Judaism Beliefs &amp; Teachings End of Topic Test Friday 18<sup>th</sup> Sept. 2020.</b></p> <p>w/b 21/9 keyword test for Judaism Practices.</p> <p><b>Yr11 Mock Exams start 12/10 and 19/10.</b></p>
Yr 11 Autumn 2	<p>w/b 2/11 to w/e 6/12 (5 WEEKS – 15 lessons) to finish <b>Judaism Practices.</b></p> <p>w/b 7/12 , w/b 14/12 (2 WEEKS- 6 lessons) <b>Interleaving Catholic Christianity &amp; Judaism</b> content with a focus on part (d) evaluation questions.</p>	<p>(all skills as above)</p> <p>-Evaluation – use of supporting evidence and appraisal of evidence used. All interleaved content.</p>	<p><b>Judaism Practices End of Topic Test Friday 6<sup>th</sup> November.</b></p> <p>Interleaving 'Mixed Test' in blue books on Friday 11<sup>th</sup> Dec.</p>

		-Interleaving key terms/concepts within the 2 weeks.	Comprehensive keyword tests (Date TBC)
Yr 11 Spring 1	w/b 4/1, w/b 11/1, w/b 18/1, w/b 25/1 (4 WEEKS) Start Paper 3 <b>Philosophy Arguments for the Existence of God</b>	(all skills as above)  All interleaving content at the start of lessons will focus on Judaism Beliefs & Teachings and Practices in prep for PPE's at the start of Feb.	w/b 4/1 keyword test for Arguments for the Existence of God.  <b>Yr11 PPE's start on w/b 1/2 and run into w/b 8/2.</b>
Yr 11 Spring 2	w/b 22/2, w/b 1/3, (2 WEEKS- 6 lessons) Finish <b>Philosophy Arguments of the Existence of God.</b>  w/b 8/3, w/b 15/3, w/b 22/3, w/b 29/3 (4 WEEKS -12 lessons) Start <b>Ethics Family Life &amp; Relationships.</b>	(all skills as above)  Interleaving at the start of lessons will focus on previous unit of study – Philosophy.	<b>End of topic Test for Arguments for the Existence of God Friday 5<sup>th</sup> March.</b>  w/b 8/3 keyword test for Ethics Family Life & Relationships.  Interleaving 'Mixed Test' in blue books on Friday 26 <sup>th</sup> March.
Yr 11 Summer 1	w/b 19/4, 26/4 (2 WEEKS) Finish <b>Ethics Family Life &amp; Relationships.</b>  <b>ALL CONTENT FINISHED BY END OF W/B 26<sup>TH</sup> APRIL.</b>	(all skills as above)  Continued interleaving at the start of lessons.	<b>End of topic Test for Ethics Family Life and Relationships Friday 30<sup>th</sup> April.</b>