

RE

DEPARTMENT

HANDBOOK



Department Vision:

**1. Intent: The curriculum for RE intends to ensure that all pupils:**

The main principle is to engage learners in an enquiry-based approach where they can develop an understanding and appreciation for expression of beliefs, culture and practices. We further explore, how these beliefs and practices influence individuals in the wider world community on the local and national level. This provided individuals to develop and shape their own personal beliefs. This provides the learner with the opportunity to explore various set of morals and ethics codes and their application and knowing the difference between right and wrong. It is crucial to understand and respect that what's right or wrong for one individual may well no not be necessarily right or wrong for anther individual. This leads to incorporate the British values and CORE values to embed respect and tolerance for different viewpoints that exist within our secular, multi-faith and multi-cultural society. As a result, community cohesion is practiced which leads to peaceful society. RE department creates a safe space for students to express their views and challenge misconceptions.

Our curriculum aims to engage students on to a five-year spiralling continuation in their learning journeys, of both knowledge and understanding of religion, culture, and worldwide issues.

- We aim to set students up to succeed by making our learning objectives, expectations, and the reasoning for them, clear from the start.
- We aim to teach our students to enquire and learn about religion in an interactive way.
- We aim to use low stake quizzing, feedback, collaboration, and student-centred resources to close gaps that our students have from KS2.
- We aim that this will enable our students to fully explore ideas and improve literacy skills and subject vocabulary.
- We aim to build more time into lessons for students to reflect on their learning and their own personal beliefs.
- We aim to use big questions to build on students' current knowledge and understanding of world issues and the varying views surrounding them.
- We aim to promote British values and to embed kindness and empathy. · We aim for our curriculum to be rich in more than just knowledge. · We aim for learning to take place through art and music.
- We aim that student will choose to put this in to practice both in the community and in society.

**2. Statements from any recognised bodies about the importance of studying your subject and any enriching opportunities you offer.**

*'All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'* **(The Right Hon, Michael Gove, former Secretary of State for Education, 2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)**

*"This report shows how good RE, in teaching of all the world's religions and those of none, can support a school's broader responsibility to create well-rounded, knowledgeable and adaptable young people."* **(Chair of the APPG on RE, Stephen Lloyd MP)**

*"An education in religion and worldviews is the best way to ensure students leave school with an understanding of common values as well as the practical life skills to raise issues with respect."* **(Bushra Nasir CBE DL)**



### **CORE Values:**

The CORE values are at the heart of RE curriculum which are embedded in students' daily life which is building their character and equipping them to be confident and competitive in their future careers. The combination of British values, CORE values and their personal values are shaping them as proficient individuals and global citizen who can travel anywhere and achieve everything you dream of.

#### **1. Collaboration**

Students work in collaboration throughout their lessons where they are provided with the opportunity to express their views; engage in debates; critically evaluate philosophical dilemmas; carry out group work; prepare projects and presentations as well as sharing their ideas. As a result of this collaboration, they develop their confidence, leadership skills, effective communication skills, critical thinking, problem solving, decision making and interpersonal skills which are the steppingstones to embark onto their future careers.

#### **2. Opportunity**

The RE department provides the opportunity to develop students' cultural capital where they explore various beliefs and practices from different religious and non-religious perspectives. This allows them to compare and contrast their own beliefs and shape their own ideas of the world round them and become tolerant and respectful citizens. They are provided with the opportunity to reach their full potential to maximise their progress.

#### **3. Respect**

Respect is the core practice in RE which serves the purpose of delivering RE. The RE department creates a safe environment for students to express their views without the fear of being judged. Students develop their understanding of the existence of the variety of viewpoints which they need to respect in order to create a peaceful society. The concept of respect is deeply rooted within their personal values, CORE values and British values which allow them to flourish as a confident, courteous, considerate and respectful global citizen.

#### **4. Excellence**

Excellence is a key ingredient in order to ensure that every student reaches to their full potential. The RE department aims to develop the self-confidence and motivates students through positive reinforcement to achieve their best. This is instilled through the exemplar work of modelling, effective and explicit feedback to demonstrate their current level of work and provide them with next step which outlines their steady progress.

Curriculum:

1. Structure – 7-11
2. Assessment
3. Homework
4. Feedback

5. Disciplinary literacy

**1. Structure: RE Curriculum overview:**

**KS3 Curriculum:**

**Year 7:**

**Cycle 1:**

- Islam
- Judaism

**Cycle 2:**

- Christianity
- Islam

**Year 8:**

**Cycle 1:**

- Hinduism
- Sikhism

**Cycle 2:**

- Alternative Religions
- Humanism and Evil and Suffering

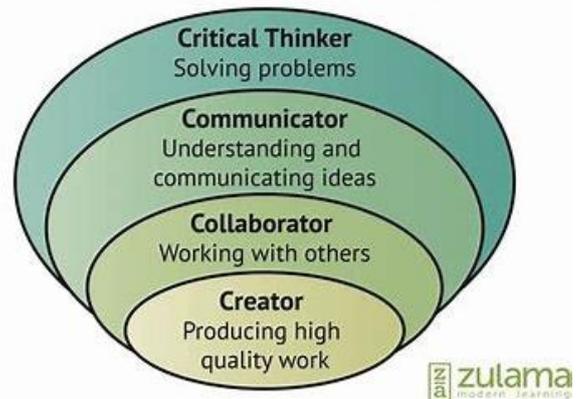
**Year 9:**

**Cycle 1:**

- Human rights
- Social justice

**Cycle 2:**

- War & Peace
- Medical Ethics



**KS 4 Curriculum: GCSE RE: AQA A**

**Year 10: Paper 1: Study or religions**

**Cycle 1:**

- Islam Beliefs
- Islam Practices

**Cycle 2**

- Christian Beliefs
- Christian Practices

**Year 11: Paper 2: Thematic studies**

**Cycle 1**

- Theme A- Families and Relationships
- Theme B- Religion and Life

**Cycle 2**

- Theme D- Peace and Conflict
- Theme E- Crime and Punishment

**2. Assessment**

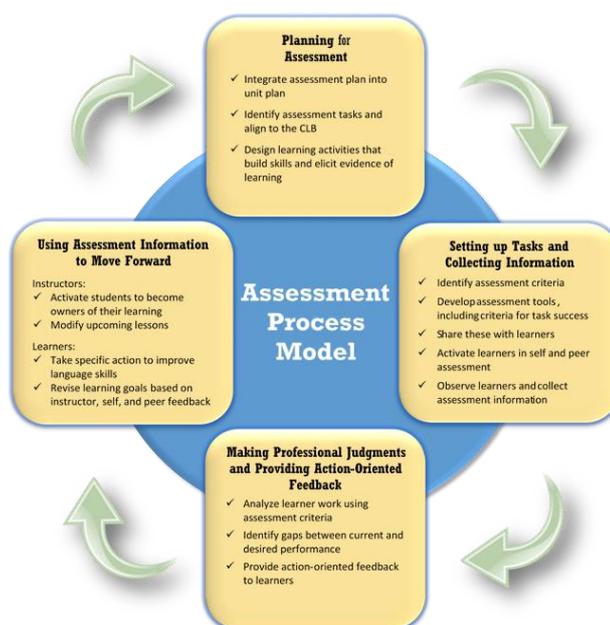
- a. **Assessment for learning**

### Assessment for Learning:

The RE department carries out assessment for learning throughout the academic year through formative, summative and cumulative assessments. Students are assessed through retrieval practice, plenaries, questioning and answering sessions, knowledge recall, exam questions, mini knowledge tests and end of topic assessments. In addition, students are constantly carrying out self and peer-assessment to give them the ownership of their own learning. Students are provided with constructive feedback on regular basis which allows them to identify their success and next step to learning. Students also complete end of topic, cumulative and mock exams to demonstrate their overall progress over a period of time as well highlighting their gaps in learning which are addressed in the future planning.

### Cumulative assessment will take place at the end of each cycle as followings:

<u>Year Group</u>	<u>Cycle 1</u>	<u>Cycle 2</u>
7	Islam and Judaism	Islam, Judaism, Christianity and Islam
8	Hinduism and Sikhism	Hinduism, Sikhism, Alternative religions and Humanism
9	Human Rights and Social Justice	Human Rights and Social Justice, War & Peace and Medical Ethics
10	Islam Beliefs & Islam Practices	Paper 1- Islam Beliefs and Practices & Christian Beliefs and practices
11	Theme A & Theme B	Paper 1- Islam Beliefs and Practices & Christian Beliefs and practices Paper 2- Thematic studies



### 3. Homework

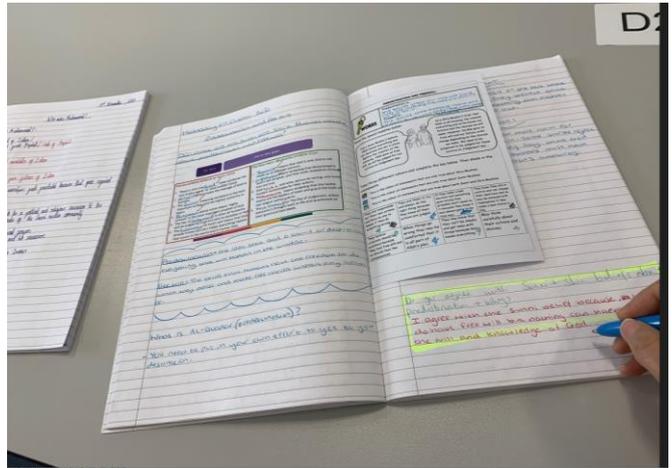
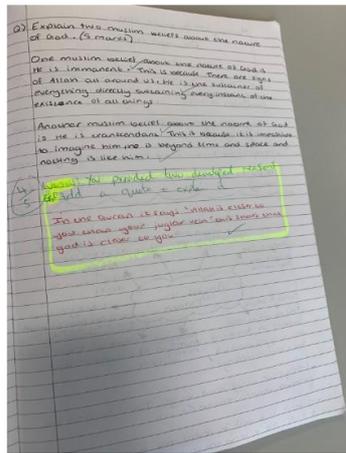
RE department sets homework on weekly basis for KS3 and KS4. The purpose of homework is to retrieve knowledge, fill in gaps, improving exam skills as well as transferring knowledge in students' long-term memory.

### 4. Feedback:

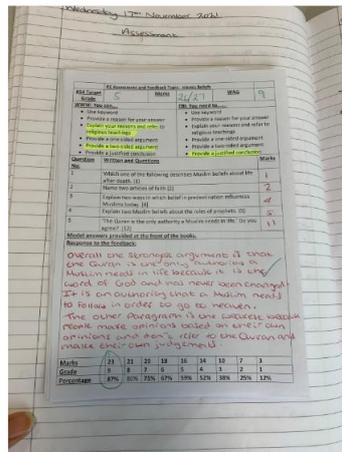
RE department follows the marking policy where detailed whole class feedback is provided to students every 6<sup>th</sup> lesson. In addition, feedback is provided at the end of the summative and

cumulative assessments. The purpose of the feedback where students are provided with the opportunity to reflect on their progress. Students are provided clear and structured feedback where their WWW and EBI are highlighted. This motivates students as we as providing them with clear steps to progress further. Students take the opportunity to respond to the feedback by completing the challenge tasks which stretch and challenge them to their full potential. Followings are typical examples of feedback.

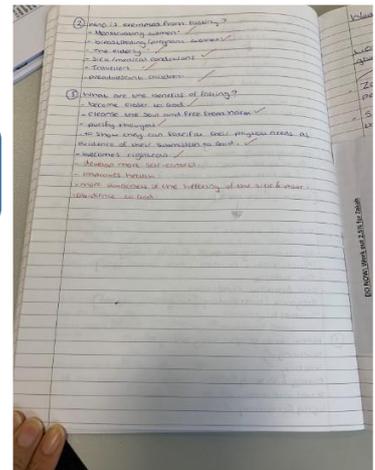
Formative assessment



Summative Assessment



Self-assessment



**YOU DO: What are the aims of punishment?**

Aim of the punishment	Definition	Explanation
6 Retribution	Charging a person pay for the crime they have committed	In such a way that you are exactly getting your punishment. It should be equal to the crime or worse.
4 Reformation	It is important to try and reform the person and prevent them from doing it again	It is about giving them a chance to change. You can show them the consequences of their actions. If they do it again, they will be punished. This is to help them learn from their mistakes.
1 Deterrence	Preventing people from doing what they have done.	Scaring them or making them afraid of what they have done.
1 Vindication	Showing that someone who has done wrong has paid back for it.	Shows that someone who has done wrong has paid back for it. It is to show that the law is being followed.
2 Protection	Preventing the public from the most dangerous people.	Put them in an institution where they are being kept safe from the public.
3 Deference	Preventing people from doing it again.	Preventing them from doing it again. This is to help them learn from their mistakes.

**Challenge: Which aim of the punishment do you think is the most important and which one is the least important and why?**

Vindication is the most important as it shows that the person who has done wrong has paid back for it. It is to show that the law is being followed. Retribution is the least important as it is just about getting someone back for what they have done. It is not about helping them learn from their mistakes. Deterrence is important as it is to prevent people from doing it again. Protection is important as it is to prevent the public from the most dangerous people. Deference is important as it is to prevent people from doing it again.

The student is working on a project in a notebook. The notebook is open to a page with several diagrams and text. The diagrams include a flowchart with boxes labeled 'Retribution', 'Reformation', 'Deterrence', 'Vindication', and 'Protection'. The text is handwritten and appears to be a definition or explanation of these terms. The student is using a blue pen to write and a red pen to highlight.

Deliberate practice

**Deliberate practice**

The student is working on a project in a notebook. The notebook is open to a page with several paragraphs of handwritten text. The text is written in a cursive style and appears to be a reflection or analysis of the punishment aims. The student is using a blue pen to write.

Self-assessment

**Self-assessment**

The student is working on a project in a notebook. The notebook is open to a page with several paragraphs of handwritten text. The text is written in a cursive style and appears to be a reflection or analysis of the punishment aims. The student is using a blue pen to write. There are also some diagrams and text related to the punishment aims.

**YOU DO: Write the value and compare the numbers**

The student is working on a project in a notebook. The notebook is open to a page with several diagrams and text. The diagrams include a large colorful wheel with numbers and a smaller wheel with numbers. The text is handwritten and appears to be a reflection or analysis of the punishment aims. The student is using a blue pen to write.

**Some Christians would agree with this statement as they believe that all killing is wrong. This is shown in the quote from the Old Testament, 'You shall not kill'. Christians believe that only God can give and take life and that if a woman becomes pregnant then it is something that God planned and so this would suggest that Christians would agree with the statement that they should never have an abortion. This is a weak argument because if the mother's life is in danger due to the pregnancy then it would be better to abort the baby to the mother can continue to live, otherwise it might be that both mother and child die, being two lives rather than one.**

**Marked Paragraph**

**Point** **Explain** **Evaluate**

## Literacy IN RE

### Why is literacy important in your subject?

Literacy is important in RE as it provides students with the opportunity to grasp key knowledge and key concept alongside being able to access the content thoroughly. High level of literacy skills like reading and writing allows them to progress to their full potential

### What is your understanding of disciplinary literacy?

It focuses on basic literacy skills of a learner. It is a teaching approach that helps learners to think, read write and speak like an expert within their subject.

### How do you incorporate literacy into you subject at Rockwood Academy?

Each lesson in RE includes reading, writing, speaking and thinking skills as well as key terminology is incorporated in each lesson. There are comprehension and evaluation tasks which check for students understanding.

### What departmental practices and approaches are carried out in your subject to ensure all students are given explicit opportunities to develop their literacy?

- Literacy displays
- Lesson planning/key terminology
- Medium term plans/ Long term plans
- Retrieval practice/ root key words/ quizzes
- Supporting EAL/ SEND through the use of visualiser, sentence starters, glossary, modelling and one to one support and differentiation

### What professional development opportunities will you provide for teachers within your team?

- Use of departmental time evaluating the impact of current literacy implementations and plan how to improve its impact
- Whole school CPD
- Wednesday T & L briefing
- CPD library
- AQA CPD

### How will you as a subject leader monitor and evaluate the impact?

- Developmental drop-ins
- Book review
- Student voice
- Data analysis
- Co-planning
- Open door policy/ share good practice

## Teaching model:

### Mastery Skills:

#### 1. Grade 8

1.1 To achieve grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority
- demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs
- construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using accurate specialist terminology

### Fluency Skills:

#### 2. Grade 5

2.1 To achieve grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority
- demonstrate some understanding of common and divergent views and practices within and between religions or beliefs
- construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology

#### 3. Grade 2

3.1 To achieve grade 2 candidates will be able to:

- demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority
- demonstrate some understanding of different views and practices between religions or beliefs
- express an opinion on matters of religion or belief using everyday language, recognising others might have different views

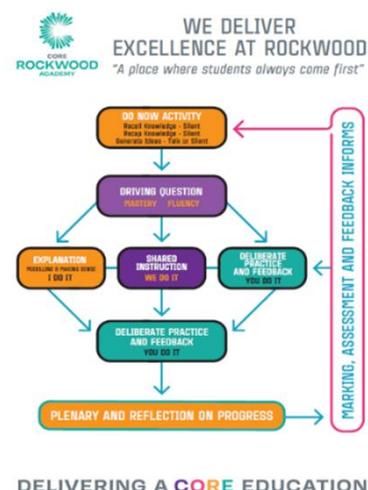
## Teaching and learning in RE:

It is important to have a classroom routine pupils can count on every day. Having the same procedures everyday cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn.

Our daily routines include:

- High classroom expectations.
- Meeting and greeting pupils at the door.
- Having the date, title, driving question and “**DO NOW**” activity on the interactive whiteboard as pupils walk in and settle.
- Well planned and sequenced lessons which promote positive engagement from all pupils and lead to clear progress.



**Example of what a typical science lesson would look like at Rockwood:**

Pupils settle into a silent DO NOW activity at the beginning of the lesson which assess prior knowledge or involves consolidation:

Pupils transition into an “I DO/ WE DO” part to the lesson where the teacher delivers new instruction/theory or ideas. At this stage a practical demonstration may be carried out or pupils may watch a video link followed by a discussion and Q &

**Do Now**

1. What is the name of the Jewish Holy book?
2. How many laws are in the Torah? Hint: 3 digit number
3. How long does it take on average to complete reading the Torah?



**WE DO: How did it all start?**

Abraham grew up in Ur, before he and his father decided to move the family 500 miles to Haran. The reason they had to move was because they disagreed with the religious beliefs of the people in Ur, who worshipped the sun and moon. G-d later told Abraham to move to Canaan.

Canaan was the land G-d promised to Abraham and his descendants. It is now roughly the area we know as Israel.

**Stretch and challenge:**  
How would you feel if you had to leave your home city and relocate?



Pupils will then apply the skills they have acquired to a (YOU DO) mini-plenary/ progress task/assessment for learning (AfL) task either independently (if instructed) or with their work partner. This is usually time restricted and instant feedback is provided where pupils will then self/peer assess in red pen.

Finally, pupils will end the lesson with a plenary task which allows them to test their newly learned skills in novel, unfamiliar contexts. This helps further strengthen and develop knowledge, understanding and application.

**YOU DO: How does this link with the covenant?**

**Task:** What do you think is happening in this image?  
Annotate your sheet with your ideas.



*You could use the following table to help you:*

I see...	I think it means...

**Plenary: Explain two reasons why Jews think the covenant with Abraham is important (4 marks)**

**Task:** to answer this question you need to give two reasons why the covenant is important and explain why.

**Use this writing frame to help you:**

One reason the covenant with Abraham is important is because...  
This is important because...

Another reason the covenant with Abraham is important is because...  
This is important because...



### **Staffing: Roles and Responsibilities**

**NHF** RE Specialist: HOD for RE

**ASQ** RE specialist: Teacher of Humanities

**FZA** RE specialist: Teacher of Humanities (ECT 1)

**SHN** RE specialist: Teacher of Humanities (ECT 2)

Appendices: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>