



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



# St Francis of Assisi Catholic College

## Religious Education Curriculum

### Intention

- 1. We develop the whole person** because we believe all students have been blessed with gifts by God.
- 2. We pursue a knowledge-based approach** because research and experience tell us it is the best way to enhance social mobility in disadvantaged communities. The RE Team have developed the current programme in light of the new curriculum changes at KS 3, 4 and 5 and in line with the whole school move to a 'Knowledge based Curriculum.'
- 3. Homework** is central to our curriculum. Students are set tasks in accordance with the school homework policy.
- 4. We believe lessons should be simple.** Teacher talk, stretching reading, extending writing, practice and quizzing are central to our work as teachers.
- 5. RE has a special status in our curriculum** with all students receiving their full entitlement.
- 6. Reading** is promoted to develop committed learners.
- 7. Our curriculum is designed to help all students achieve their potential.** In particular, RE aims to 'fill the gaps' in Catholic knowledge and values, especially for children from a non-Catholic and non-Christian background.
- 8. Assessment is used intelligently.** We only collect data that impacts on teaching and to ensure continuity and progression between the key stages. The intelligent use of assessment informs learning.
- 9. Summative assessment** results should be communicated to parents in a meaningful way.
- 10. Our students deserve guidance on their next steps in education** and beyond. Our intention is to develop self-knowledge in the context of 'Vocation' from God who created each person with love and a purpose.
- 11. We are proud to be a fully inclusive, multi-cultural** school where students feel at home. We promote fundamental British values of democracy, the rule of law, individual liberty, religious pluralism and mutual respect of those with 'different' faiths and cultures.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



### **Implementation**

Key Stage 3 at SFA is Year 7, 8 and 9 with Key Stage 4 beings Years 10 and 11.

Core RE developing based on the new RECD.

Assessment takes a variety of forms, both formative and summative and is in line with whole school feedback approach. Units are assessed by focusing on knowledge and Describe/Explain/Evaluate skills.

### **Key Stage 3**

[Year 7](#)

[Year 8](#)

[Year 9](#)

### **Key Stage 4**

[Year 10](#)

[Year 11](#)

### **Key Stage 5**

[Year 12 and 13 CORE RE](#)

### **Religious Education at Key Stage 5 year 12 & year 13 A-level Religious Studies**

Key Stage 5 is a continuation of the knowledge rich approach where students receive 'Knowledge booklets' for each sub- section. These are written by the A Level teachers and as such are 'bespoke' for our students and their way of learning. It also ensures students have correct content, which has been explored together in class.

There are 3 components:

1. A Study of a world Religion – Christianity



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



2. Philosophy of Religion

3. Religion and Ethics.

### Impact

#### **Key Stage Three**

By the end of Key Stage 3 students will recognise the importance of the Bible and be able to identify different Christian interpretations of some texts. They will have experienced Christmas and Easter and learnt and deepened their knowledge of their origins and significance to Catholics. Students should be forming a habit of completing homework. The person of Jesus will be known to them, both spiritually and historically. Students will have an awareness of the power of prayer. Their evaluative skills will be developing both verbally and in written form as they express 'both sides,' (or several 'sides') of an argument. The Catholic teaching on ethical issues will be clear to students. The notion of 'paradox' will have started to be understood when tackling the so-called 'Big Questions,' such as the 'Problem of Evil.' As 'whole people' their part in saving our planet 'for the next generation' will be developing. Socially, their awareness of living in a culturally, ethnically and religiously diverse society will be growing with appropriate respect for others and themselves as 'Imago Dei.' The self-esteem of students should be raised by the constant message that God has a plan for each person to reach their potential; for example, when considering vocation.

#### **Key Stage Four**

All the outcomes in Key Stage 3 will be developed with particular emphasis on academic skills. Students should know how to respond to 'command' words, such as 'describe, explain how/explain why and evaluate.' (Their written expression is tested with weekly exam-style questions in 'exam conditions' in class and their exam skills and ability to make cross curricular links is developed through the weekly homework tasks.) Their knowledge of Judaism deepens throughout Key Stage 4 as they study Jewish beliefs and practices for GCSE. Their final GCSE grade should match their expected progress grade and this is tracked via mock data and on-going assessments and interventions are targeted to enable students to be successful.

#### **Key Stage 5 A Level**

It is expected that all students taking A Level will successfully achieve their minimum expected grade based on their prior progress from Key Stage 4.

Students at A Level will develop excellent critical thinking and analytical skills as they engage with a range of scholarly, theological and philosophical material.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



The depth of the course enhances 'cultural capital' providing a deeper understanding of society as a whole as well as developing awareness of the multi-faceted influence of religion on history, politics, psychology and ethics. Students will encounter an appreciation for the complexity of religious and non-religious world views.

Students should know how to engage in debate both verbally and in written form. They will engage in high-quality, sophisticated writing and answer complicated questions, basing their arguments on the work of a wide range of thinkers, scholars and theologians.

Most students will continue onto university study. The course provides a firm foundation for the demands of degree level study including academic writing skills, critical thinking skill, academic reading, note-taking and effective communication both verbal and written

### Key Stage 5 Core RE

Core RE will provide a robust and academically challenging programme in philosophy, theology and ethics. Students will have the opportunity to explore a range of concepts from different view-points and will develop both writing, presentation and debating skills.