

# RE

## Curriculum Map

<p><b>Year 7</b></p> <p>What is a work view?  What is religion? Development of religious beliefs.  What do the Abrahamic faith stories reveal about God?  Islam  Why is Christianity the way it is?  What does it mean to live a good life?</p>	<p><b>Year 8</b></p> <p>What is the love of wisdom?  What is the journey of life?  Are humans responsible for each other?  Does the existence of evil cause doubt that God exists?  How important are Israel/ Palestine and India?  What is Sanatana Dharma? (Hinduism)</p>
<p><b>Year 9</b></p> <p>Jewish Beliefs and Practices  Christian Beliefs and Practices</p> <p><u>Modern ethical topics</u>  Theme A – Religion, Families and Relationships  Theme E – Crime and Punishment</p>	<p><b>Year 10</b></p> <p><u>Modern ethical topics</u>  Theme B – Religion and Life  Theme D – War and Peace</p> <p>Revision  GCSE Examination  Introduction to Philosophy</p>
<p><b>Year 12</b></p> <p><u>PHILOSOPHY, RELIGION AND ETHICS</u></p> <p>Year 1  Christianity  Ethics  Philosophy of Religion</p>	<p><b>Year 13</b></p> <p><u>PHILOSOPHY, RELIGION AND ETHICS</u></p> <p>Year 2  Christianity  Ethics  Philosophy of Religion</p>



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## Assessment Guidance

### **Pride in work and attitude to learning**

Teachers may use the syllabus in different ways, with students expected to attempt all exercises set by their teacher. Where students are absent from lessons, they are expected to catch up with the work using resources available on SharePoint. Teachers will check textbooks at least once a module, reward effort and/or set targets for improvement. KS5 students are expected to make their own notes over-and-above any notes or worksheets provided by teachers.

### **Ongoing assessment**

Much of the work is supported by discussion, with students recording their thoughts in their books. Teachers test students' knowledge and understanding and provide verbal feedback throughout the lesson using techniques such as question and answer and fact-checking. Lessons also include self-assessed and peer-assessed exercises, giving students the opportunity to test and discuss their understanding. Teachers will develop their own strategies to encourage effort and resilience, but lessons frequently contain 'Try – Check – Correct' exercises. At KS5, teachers may set written tasks that are used in lesson to give verbal feedback.

### **Marking**

In Years 7 and 8, students have one lesson per week. Teachers will mark at least one longer question each module with written comments identifying areas of strength and areas requiring improvement. In Year 9, where students have two lessons per week, teachers will mark at least two pieces of work each module. These may be questions aimed at developing particular examination techniques, or full assessments. In Year 10, students have one lesson per week. Teachers will mark at least one longer question, assessment or mock examination each module. Written comments aim to identify areas of strength and areas requiring improvement. Teachers may use a system of codes to identify frequent errors; these will be explained, and students will be expected to improve their work, either in lesson or set for homework. Students may complete additional examination practice questions independently and ask teachers to provide feedback. Where students have not completed work set in lesson, they will be expected to catch up with this as part of their homework. This can be done using the resources available on SharePoint. At KS5, teachers may set written tasks or essays with written feedback outlining areas of strength and areas for improvement and/ or a mark.

### **Interim and summative assessment**

Years 7 and 8 are set a piece of extended piece writing in Modules 1, 2, 4 and 5 which receive feedback. In Modules 3 and 6 they are set an assessment which is marked by teachers and will receive a flight path level.

In Years 9 and 10, each topic includes formal examination style assessment marked by teachers and given a GCSE Level. In Module 2 of Year 10, the formal assessment is replaced by a mock examination. A similar mock examination is set for Year 9 in Module 6. The mock examinations are marked by teachers and given a GCSE Level which is reported home.

At KS5, students are set at least two examination-style questions each module which are marked with comments and an estimated A Level grade.

