

RE

Curriculum Map

<p>Year 7</p> <p>Meaning and Purpose Comparative Religion Expressions of Faith Ethics and Values Easter Religions (Hinduism/ Buddhism/ Sikhism)</p>	<p>Year 8</p> <p>Meaning and Purpose Philosophy Ethics and Values Expressions of Faith Islam</p>
<p>Year 9</p> <p>Christian beliefs Christian practices Jewish Beliefs Modern ethical topics Theme A – Religion, Families and Relationships Theme B – Religion and Life Theme D – War and Peace,</p>	<p>Year 10</p> <p>Jewish practices Modern ethical topics Theme E – Crime and Punishment Revision GCSE Examination Introduction to Philosophy</p>
<p>Year 12</p> <p><u>RS Syllabus</u> Christianity Ethics Philosophy of Religion</p> <p><u>Philosophy Syllabus</u> Epistemology Moral Philosophy</p>	<p>Year 13</p> <p><u>RS Syllabus</u> Christianity Ethics Philosophy of Religion</p> <p><u>Philosophy Syllabus</u> Philosophy of Religion Philosophy of Mind</p>



RE

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 workbooks 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. 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, 8 and 10, 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. One longer question receives written comments and the other (an assessment) receives a mark or level. 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. 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 an extended piece of work each module which receives feedback. At the end of each unit of work they will be set a range of multi-choice and short-answer questions which will be peer- and self-assessed. This helps students review the work on a regular basis. Formal summative assessments are set twice a year, consisting of shorter questions and a longer evaluative question. These are marked by teachers and will receive a flight path level.

In Years 9 and 10, each topic includes one 'Review and Evaluate' lesson which is peer- and self-assessed and one 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.

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

