

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Creation and Covenant
- Promise and Prophecy

Half Term 2

- Creation and Covenant
- Promise and Prophecy

Half Term 3

- Galilee to Jerusalem
- Desert to Garden

Half Term 4

- Galilee to Jerusalem
- Desert to Garden

Half Term 5

- To the Ends of the Earth
- Dialogue and Encounter- Judaism

Half Term 6

- To the Ends of the Earth
- Dialogue and Encounter- Judaism

Feedback, Retrieval & Assessment

- Self and peer assessment
- On-going formative assessment during lessons by teacher e.g. low stakes retrieval quizzes at the start of every lesson & questioning
- Student/teacher one-to-one discussions & live marking
- Termly teacher assessed tasks
- Termly formal assessments
- Low stakes quizzes based on vocabulary and key concepts
- Whole class feedback
- Students are expected to respond to the feedback to improve their work

Super curriculum opportunities / extra-curricular activities

- Use games to practice key vocabulary and revise key concepts
- Bible club to enhance biblical knowledge
- The department works closely with the Chaplaincy team and supports opportunities that allow the students to put their faith into action

Cultural Capital, SMSC, Careers and Futures

- Religious Education benefits our students through enriching their knowledge of the world, their community, our school community and their own spirituality.
- Religious Education is a very transferable subject with links to many career paths including Medicine, Social Work, Policing, Education, Armed Forces, Law, Social Care, Catering
- Students who have left All Saints with an A level in RE have gone on to study Drama, Politics, Philosophy, Medicine, Law, Theology etc

Common misconceptions

- Will Students only study Christianity?
- No, we are committed to the study of other world religions and students will spend at least half a term in each year learning about their wider world religions and other philosophies such as Humanism

Connecting New Knowledge

- RE connects with many other subjects on the curriculum, such as English, History, Geography, RSE, PSHE, Drama, Science. We take part in a homework project with other subjects during the year to showcase these links

Challenge for all

- We assess students on a variety of skills over the year, from describing beliefs to being able to evaluate a belief/action/event
- Core vocabulary and concept lists for each unit

<ul style="list-style-type: none"> • Will Students be disadvantaged if they are not Catholic? • We assess students on a variety of skills over the year, from describing beliefs to being able to evaluate a belief/action/event. Our intake is very diverse, and we ensure this is fully recognised in the way we teach the content. • Is RE is just for those with a faith? • No, RE is for everyone! Learning about what people believe and how it influences their decisions in life is important for all citizens of the world 	<ul style="list-style-type: none"> • Judaism is studied at the end of Y9 for students to become familiar with vocabulary ready for Y10 and Y11 • Regular revisiting of core vocabulary and key concepts, building key knowledge for GCSE • Each assessment point allows for new skills to be tested and revisited. Students are therefore improving their written assessments and skills ready for GCSE. • Knowledge organisers and mid-term plan sequence skills, concepts, and vocabulary across KS3 • Regular low stakes quizzes and end of unit vocabulary and concept quiz • Each unit has prior and future learning links 	<ul style="list-style-type: none"> • Each topic is then built upon from y7 and Y8, in the design of cyclical curriculum meaning knowledge is constantly being revised and enhanced. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activities built into each lesson • Closing the vocabulary, reading, and writing gap strategies
---	---	--