

Subject Name: RE

Rationale

- Why is it important for your subject to be taught at OLQP?
 - To embrace, explore and develop spirituality.
 - To recognise and appreciate the diversity between and within different religions.
 - To reflect upon the big existential questions in relation to human existence.
 - To enhance cultural capital.
- What skills does studying your subject develop?
 - Literacy and oracy.
 - Critical thinking.
 - Communication.
 - Creativity.
 - Resilience.
 - Independence.
 - The ability to analyse and evaluate effectively.

Aims

- What do students "look like" after 5 years of studying your subject?
 - Confident.
 - Aspirational.
 - Resilient.
 - Positive work ethic.
 - Independent.
 - Articulate.
 - Aware.
- How does studying your subject address social disadvantage?
 - Reduces gaps in attainment.
 - Removes barriers to learning.
 - Promotes resilience.
- What are the expectations for students with SEND?
 - To fully access the curriculum.
 - To meet/exceed expected learning outcomes.

Starting Points

A typical Year 7 student joining us is likely to have knowledge of:

- Who/what God is/represents.
- What some/most of the major world religions are.
- Different places of worship.
- Different ways that people worship.
- Who Jesus is.
- Judgement in relation to heaven and hell.

Academic End Points

Key Stage 3

Year 7	Year 8	Year 9
By the end of Y7 most pupils will: <ul style="list-style-type: none"> - Understand the core beliefs on Catholicism in relation to the Trinity and incarnation. - Be able to use scripture and reflect on what it reveals about the Trinity. - Explore the Sacraments and the effect these have on Catholics. - Reflect on the importance of Catholic Social Teachings and how Catholics carry Jesus in the world today. - Understand the significance of Christian unity. - Know and understand the core beliefs, teachings and practice of Hinduism. 	By the end of Y8 most pupils will: <ul style="list-style-type: none"> - Understand the origin of sin and how Catholics inform moral decisions - Study the prophetic texts and appreciate the Catholic response to them - Study the significance of the Kingdom of God - Explore a range of views on the afterlife - Identify key messages from Vatican II and Ecclesiam Suam - Know and understand the core beliefs teachings and practices of the Islamic faith. - Apply relevant sources of wisdom and authority to the various areas of study they have learned about. 	By the end of Y9 most pupils will: <ul style="list-style-type: none"> - Explore core Catholic beliefs and teachings about human dignity and the sanctity of life. - Understand catholic attitudes towards marriage and family life. - Reflect on the role of Mary in relation to incarnation, redemption and salvation. - Explore the nature and purpose of discipleship. - Know and understand the core beliefs teachings and practices within Judaism. - Apply relevant sources of wisdom and authority to the various areas of study they have learned about.

Key Stage 4

Year 10	Year 11
By the end of Y10 most pupils will: <ul style="list-style-type: none"> - Be able to compare and contrast different creation accounts. - Express catholic teachings about the sanctity of life. - Recognise and appreciate the different literary forms contained within the bible. - Consider the significance of various signs and symbols associated with Christianity. - Appreciate the problem that evil and suffering presents to religious believers. - Explore the religious diversity that exists within the UK today. - Study the role of the Magisterium within the Catholic Church. - Understand the significance of the second Vatican council. - Apply relevant sources of wisdom and authority to the various areas of study they have learned about. 	By the end of Y11 most pupils will: <ul style="list-style-type: none"> - Meet/exceed their end of year target grades. - Know and understand the difference between crime and sin, with reference to absolute and relative morality. - Examine the different aims of punishment. - Discern the meaning of Church in various forms. - Analyse and evaluate various sacred objects within a church and to consider how the orientation and architectural features of a church facilitate worship. - Reflect on the significance of the Eucharist and its link to salvation. - Consider the importance of Evangelisation. - Apply relevant sources of wisdom and authority to the various areas of study they have learned about. - Revise independently and effectively.

Adaptations for SEND

- How are units of work / lessons adapted to ensure all students make good progress?
 - Fully inclusive, ensuring the core content and enrichment opportunities are available to all students regardless of ability.
 - Set high expectations.
 - Access arrangements are made/met.
 - The '5 a day diet' is implemented enabling pupils to make progress, in that they know more, remember more, and can do more.
 - Adaptive Learning
 - Differentiated outcomes.
 - Effective deployment of support staff.
 - Provide effective feedback which pupils then respond to.
 - Use effective questioning strategies (Cold Calling etc) to ensure students with SEND are understanding what has been taught?
 - Priority is given to all disadvantaged groups in terms of seating plan, feedback support, intervention, invitation to revision sessions etc.
 - Ensure SEND pupils are well represented in all quality assurance activities.
 - Provide regular opportunities for SEND pupils to read (when possible, aloud) to ensure they can read to an age-appropriate level and fluency.
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- How do your schemes of work / resources etc inform staff of these adaptations?
 - The RE audit is reviewed and updated periodically throughout the year. SEND provision is explicitly referred to. This is resent to staff and discussed at departmental meetings.
 - The RE improvement plan is shared with the department. This too focuses specifically on SEND provision.
 - The implementation of the RE curriculum mirrors whole school policies and initiatives on T&L in relation to SEND provision e.g., application of the '5 a day' diet.

Meeting the Needs of Local Context

- How does your curriculum address social disadvantage?
 - The RE curriculum is fully inclusive.
 - Remove barriers to learning.
 - Catholic Social Teachings are explicitly covered by all year groups. This allows for links to local issues to be made.
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- Please give some examples
 - All pupils, regardless of their differing starting points have 10% provision of RE on their timetable.
 - Essential materials are provided e.g., pens, books, rulers etc.
 - Visit local places of worship e.g., St. Mary's Church. And arrange for visits of the Parish Priest.
 - Use maps of Skelmersdale to identify local parishes.
 - Learn about and actively support local foodbanks and other local charities e.g., the Skem Menaces.
 - Identify and celebrate diversity within the classroom, school, and wider community in relation to gender, ethnicity, family make-up, sexuality, age, ability, nationality, creed etc.
 - Identify and reflect upon local social issues e.g., poverty, discrimination, crime, drug use, gang culture etc.