

RE Recovery Curriculum Plan:

As a foundational aspect of a Catholic school's curriculum, RE provides the context for students to re-establish not only a body of knowledge but an opportunity to re-engage with their social and spiritual dimensions of learning so as to better understand themselves and others, equipping them to be resilient in difficult times

The Conference of Catholic Bishops of England and Wales describes the purpose of RE as developing students who are:

...."religiously literate young people who have the knowledge and understanding and skills....To think religiously, spiritually and theologically and who are aware of the demands of religious commitment in everyday life"

Relationships

Effective communication will be key to establishing a positive re-connection with the community

- The day to day engagement in RE relies heavily on the ability of students and staff to conduct meaningful discussion with respect to both the rigour of the subject as well as sensitivity to each other. This involves listening with purpose, showing appropriate body language and using appropriate language to express, concur or disagree with others. Early lessons in all key stages offer the opportunity for extended discussion around topic based themes to facilitate the re-establishment of these skills as well as present the subject and classroom as a place of safety and inclusion.
- Students need to feel reassured and positive about the process of learning and their place in it. Significant focus in terms of all feedback will be centred on the engagement in the learning process. This emphasis on process rather than outcome is intended to demonstrate a student's worth not only to themselves but to others and to build resilience in the uncertain period of time ahead.
- The language of the recovery curriculum will be self-fulfilling. In terms of language used with students, this includes avoiding all negative connotations of lost time or learning damaged. Instead this should be replaced by "opportunity to recap" or "future growth". In developing relationships with students, framing conversation positively around this will be crucial to the sense of inclusion and progress.

Recognise

We need an adaptive curriculum to identify and react to the gaps in knowledge of our students and which will enable us to then plan, recall and teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:

- Prudent use of recall activity to focus on short, medium and long term recall. These questions can be referred back to in the teaching of a lesson to re-enforce gaps that were identified.
- Emphasis given to the use of subject specific vocabulary and its use in oral and written form as this will not form the daily lexicon for most students
- Years 7 – 11: Formative assessment through skilful questioning and well planned teacher assessment of class work will inform future planning to prioritise the most important units for progression.
- Year 10 and Year 11 schemes of work have been carefully planned to increase practice exam content and skills in addition to the Trust wide assessment calendar
- Students will be assessed six times throughout the year. Each summative assessment will identify gaps in knowledge and understanding, enabling appropriate feedback
- Whilst the RE curriculum is not strictly sequential, the conceptual links will need to be re-emphasised and starting points for teaching will be adjusted to avoid deepening the potential for "silo" knowledge.
- Use of the subject PLC for Y10 and 11 will identify gaps in knowledge and guide intervention and revision opportunities both in school as well as in independent learning.
- Starting topics for Years 9 and 10 have been chosen specifically to allow for broader discussion and to be attributed to student experience and values. This has been decided through knowledge of these individual groups and their needs both academically as well as socially.
- **Year 11 - insert description of curriculum decisions here with regard to entry and intervention.**

Routines

Maintaining routine is essential to establishing security and confidence in classroom practice. In RE this will include:

- Explicit emphasis on classroom protocols as per Trust expectations. These need to be recognised and rewarded for participation in the process and with regular positive emphasis on why they are being insisted upon.
- Emphasis on presentation standards, taking time to describe and illustrate these. A number of students will not have undertaken any significant handwriting during lockdown and time given to written tasks may need to be expanded sufficiently to allow for good thought as well as good presentation.
- Regular spelling and vocabulary practice will be needed to develop strong oracy and written responses. Explicit vocabulary instruction will be evident in classroom practice. Tier two and three command words have been identified in learning objectives and referred back to in practising a specific skill.
- We will use a consistent approach to the teaching of SPAG across KS3 and KS4. Branded NPCAT slides will be used to reduce in school variation and therefore improve transition from one year to the next.
- Wherever possible, whole class reading will facilitate class discussion and promote a sense of community and respect through listening and participation.
- Ensuring that the structure of written work is presented to allow for full development,. In particular, this includes an emphasis on the use of scripture, Church teaching and other sources of authority to demonstrate a belief or explain an action
- Make explicit reference to exam board assessment scales and rubric in developing written work in Y10 and 11. Displays for this to be evident in all RE teaching rooms

Recall

- Low stakes recall tasks have been systematically planned across the curriculum. Recall tasks will focus on core vocabulary, SPAG and core knowledge.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum, ensuring that connections are made between topics and concepts. In particular this can involve the application of one source of wisdom or authority to multiple topics.

Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff should refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling is crucial. Consider the use of visualisers and model responses particularly for Year 11.

React

- Where appropriate, in and after school intervention will be provided to students. This will be based upon a careful question level analysis of relevant and up to date data. Interventions will be carefully planned to focus on the specific needs of students.
- Year 11 intervention will focus upon the Judaism paper initially and develop to review the Foundational Catholic Theology paper (paper 1)



RE Recovery Curriculum Plan:

As per their statement (03/08/20) Ofqual propose no changes to the delivery or examination of GCSE RE

The RE GCSE Curriculum is divided into the following sections:

Component 1: Foundational Catholic Theology – 37.5%

Component 2: Applied Catholic Theology – 37.5%

Component 1: Judaism– 25%

Students have completed component 1 in class. Component 2 was scheduled for Summer term 2020. This remains to be completed in Autumn 2020.

A revised unit allocation has been created for the 2021 entry which focuses on the most significant elements of the course as far as this is possible to discern from other aspects of the curriculum as well as a consideration of the elements of the course that are yet to be examined. The Judaism modules will be taught as abridged lessons as they contribute the least to the overall grade compared to components 1 and 2. A PLC is in place to be completed for all students.

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Year 11 Autumn Term 1	ACT Sin and Forgiveness																										
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Year 11 Autumn Term 2	ACT Sin and Forgiveness																										
Lesson	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26										
Year 11 Spring Term 1	Component 1 revision																										
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15												
Year 11 Spring Term 2	Component 1 revision																										
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15												

4. Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia.

5. Contrasting views on quality and sanctity of life and the right to die

6. Catholic beliefs about life after death, with reference to 1 Cor. 15

7. Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul

8. Different views about death as the end of personal existence

9. Catholic teaching on heaven and hell with reference to the parables of judgement (Matthew 18:21-35, Luke 16:19-31)

10. Catholic teaching on purgatory with reference to 1 Cor. 3:11-15

11. What is magisterium?

12. The importance of the Second Vatican Council and its four key documents.

13. How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi, with particular reference to the sarcophagus with Scenes of the Passion in the Museo Pio Cristiano, Vatican, Rome

14. How Christian beliefs in the resurrection are shown by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism

15. The significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life, with reference to Faure's Requiem.

16. The symbols, prayers and texts of the Catholic funeral service in Britain and how these express Catholic beliefs about eternal life

17. The significance of prayer as "the raising of the mind and heart to God", both in formulaic and extempore prayers, with particular reference to the Lord's Prayer