



St. Joseph's Catholic High School

Living, Loving and Learning through Christ



Department: RE

We aim to deliver the Mission Statement of the school by:

- Religious Education (RE) is regarded as the core of the core at St. Joseph's. Its curriculum is profoundly rooted in the mission of the Church and so, the mission of St. Joseph's School. The RE curriculum gives numerous opportunities to students to live, love and learn through Christ. Due to the unique character and role RE has within Catholic schools, the RE curriculum must fully incorporate the requirements of the Religious Education Catholic Directory (RECD) published by the Catholic Bishops' Conference of England and Wales.
- RE in its nature is not solely academic but also contributes greatly to the spiritual formation of our students and staff. This is especially true when the Jesuit Pupil Profile (JPP) philosophy is nurtured through the RE curriculum. While RE promotes all of the JPP virtues, every now and then, we focus more closely on individual pairs of virtues. For example, during the Advent season we may focus more on compassion and love. Staff CPD focuses on developing detailed subject knowledge which incorporates the JPP.
- The RE Curriculum is fully sequenced to ensure that all opportunities are taken to broaden and deepen knowledge and understanding as well as celebrating the rich diversity that is found within the UK and the wider universal Church. It is in line with the RECD requirements. While the RE curriculum is philosophical and theological in its nature, it also provides many opportunities to broaden and deepen students' cultural capital. For example, students learn religious hymns and listen to sacred music, they take part in many religious services (Christmas Carol Service, Advent Service, Lent Service and many more), they visit religious places where they examine a variety of sacred art and architecture (This may also be achieved using online platforms).
- The RE curriculum follows a spiral structure. This means that many topics are revisited in more breadth and depth as students progress through their studies. The content is demanding and will challenge even the most academically able students. However, teachers make the content of the RE curriculum accessible to all students including SEN pupils. Literacy plays a central role in the delivery of the RE curriculum and forms the basis for learning and understanding the complex theological and philosophical concepts underpinning the curriculum.
- The RE curriculum is sequenced in such a way that it allows students to progress seamlessly across all years and is in line with the requirements of the RECD. For example, studies are underpinned by the JPP concept. Furthermore, RE contributes significantly to promoting reading, oracy and writing skills. For example, students have access to theological and philosophical texts, liturgical reading is promoted and the holy scripture is used. Students are encouraged to develop their essay writing skills. Students celebrate many events throughout the Liturgical Year which link to the RE curriculum taught in the classrooms. The curriculum is inclusive in its nature but differentiated so all students can access it at the appropriate level.
- Due to Covid 19, certain topics had to be re-visited again to allow students to catch up on missed content. Extra revision material was created to allow all students to develop their knowledge and understanding. While students covered all topics in the curriculum, the same as the pre-Covid cohorts, the scope of assessments was modified to enable more efficient monitoring of learning. The guidance from the examination board (Edexcel) is implemented when available.



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- The intake in Year 7 comes from both Catholic schools, non-Catholic religious and non-faith schools. Thus, it is important to have a curriculum that is accessible to all groups of students. Therefore, basic concepts relating to faith and religious life are introduced. This helps students of all backgrounds to feel welcome and it promotes the sense of belonging to the school family.
- Catholics schools must implement the RECD. Thus, students come to us with prior theological and philosophical knowledge appropriate for their age. However, RE in non-religious schools does not cover the catholic faith concepts to the same degree as Catholic schools; rather, it focuses on the main principles and beliefs of major world religions.

To achieve our Mission Statement, our curriculum:

- The RE curriculum supports all students in their studies. It allows them to critically evaluate their own faith and their world views whether religious or secular. It helps them to examine their own and other people's cultural heritage. The curriculum allows all students to achieve their fullest potential in all areas of their life. The concepts of compassion and love dealt with in the classroom are modelled by their teachers. The curriculum allows for both the academic excellence and spiritual development of students.
- Students read lots of religious, theological and philosophical texts throughout all Year groups. These texts can be found in the Bible, Catechism, RE text books and other sources of wisdom and authority. This is supported by learning specialist terminology. Students are provided with RE Vocabulary booklets and classrooms display the most relevant RE specific vocabulary. Students are encouraged to develop extended writing skills. They take part in class discussions and are encouraged to take on roles during liturgical celebrations (public reading). Literacy assessments are closely linked to the curriculum. Literacy School policies are embedded.
- All SEN pupils have support plans on the system which are individualised and accessible through Class charts. RE staff have up to date copies of the SEN register. They always value any help and expertise of SEN staff and make appropriate use of them to support and challenge students. All RE teachers teach the whole spectrum of students (including SEN and PP). Appropriate equipment is used for any specific needs. PP students are provided with resources to reduce barriers to learning. Flip cards on Class charts are used to provide teachers with relevant information.
- One of the staff is an examiner for Edexcel, a leader. He shares his expertise with the rest of the RE team. Moderation of marking takes place. Open door policy exists in the department which allows colleagues to observe one another freely. We promote a culture when we learn one from another. We also mentor trainee teachers. The Head of RE regularly attends Diocesan Head of Department meetings where the national and diocesan agendas are discussed. Online training provided by Diocese/Edexcel is promoted. Teachers are encouraged to take part in RE national organisations such as ATCRE. Head of the Department contributed to the corrections of RE textbooks.
- Students are encouraged to reflect on their own learning. They may do so by marking their own and their peers' work. Specially designed booklets are used for unit assessments which incorporate official marking



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schemes. Students are encouraged to reflect about different revision techniques and chose those that suit them most. Teachers create and use online quizzes linked to the curriculum. Students are encouraged to improve on their classwork and this can be only achieved through reflection on their learning (Yellow Marking Forms). Students are encouraged to read their answers out loud, thereby allowing their peers to reflect on, evaluate and suggest improvements.

- Students are tested periodically. The marked assessments allow teachers to spot any misconceptions and correct them immediately. Students have Progress Sheets in their exercise books where their curriculum is outlined and their progress is recorded. Thus, students (and their parents) can review the topics that require more attention at home. As the teaching in RE follows the spiral structure, all topics are revisited and consolidated a few times during their whole studies.
- RE teachers regularly test both RE literacy and RE topical knowledge. There are at least three vocabulary and three knowledge assessments per academic year for each year group. Students are provided with exemplar questions and answers. They are explained the marking process. The assessments are moderated by RE teachers. Students are given feedback on their assessment. Excellent answers are used as models to other students.