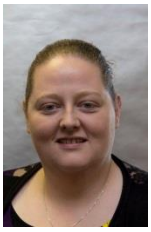
ST RICHARD'S CATHOLIC COLLEGE

RE Department
Information Booklet

A Brief Introduction to the Department

Staff

	Mrs Mead	Subject Leader
	Mrs Bligh	Vice Principal
	Ms Vanvuchelen	Key Stage Co-ordinator for RE Responsible for Schemes of Work
	Miss Henry	Key Stage Co-ordinator for RE Responsible for More Able pupils and their learning
	Mr Nuckhir	Teaching Assistant for RE
	Miss Doyle	Lay Chaplain

We are a friendly, cohesive team who enjoy working together.

Teaching Groups

Key Stage 3:
Pupils are taught in mixed ability groups in Years 7-9. In Year 7 there is also a nurture group for the SEN pupils to help ease their transition into life within the college. In Years 7-9, pupils currently have two 50 minute lessons a week.

Key Stage 4:
In Years 10 and 11, there are eight mixed ability group. Pupils have three 50 minute lessons a week.

Course Outline
At Key Stage 3, pupils are taught a curriculum based on the Bishops' Conference. However, we do not follow a specific course and all of the lessons have been created by the department to maximise pupil engagement.

In Year 7, pupils study six units, each taking a term to cover: New Beginnings, The Reason for the Season, Call to Change, Jesus Our Saviour, Faith into Action and Sikhism.

In Year 8, pupils study six units, each taking a term to cover: Judaism, Church History, Philosophy, God is Calling You, God's Revelation and Hinduism.

In Year 9, pupils study six units, each taking a term to cover: Identity of Jesus, Discipleship, Social Justice, Medical Ethics, Islam and Confirmation.

After an introduction to the Gospel, Year 9 pupils study four units, each of which takes one term to cover: The Identity of Jesus, Discipleship, Conflict and Argument and Death and Resurrection.

GCSE Outline:

GCSE Religious Studies (Edexcel A)

The GCSE course is split into three sections:

Section 1 – Study of Catholic Christianity

This part of the course focuses on four key themes surrounding Catholic Christianity. These are "Catholic Beliefs", "Catholic Practices", "Sources of Wisdom" and "Forms of Expression and Ways of Life." This part of the course is 50% of the final grade with an exam of one hour forty-five minutes.

Section 2 – Study of Islam

This part of the course focuses on two areas within Islam. These are: "Islamic Beliefs" and "Islamic Practices". This part of the course is 25% of the final grade with an exam of fifty minutes.

Section 3 – Study of Philosophy and Ethics

This part of the course focuses on the study of ethical and philosophical issues. Pupils study the "Arguments of the Existence of God" and "Religious Teachings on Relationships and Families in the 21st Century." This part of the course is 25% of the final grade with an exam of fifty minutes.

The course is assessed through three external papers. All papers are taken at the end of Year 11. Paper one is 50%, Paper two is 25% and Paper three is 25% towards the final mark. There is no coursework for this GCSE.

Assessment Framework

In KS3 and KS44, all pupils are set aspirational targets. These are based on each pupil's ability and the internal assessments pupils complete.

Pupils are assessed three times a year and their progress is captured. If pupils are below their expected progress target then they are given intervention to help them get back on track to achieving their target. Work is marked using the 1-9 grading system.

Organisation of Pupils' Classwork and Homework

At KS3, pupils work in an exercise book. In KS4, pupils work in workbooks which have been created in-house by the RE Department.

Years 7-9

Homework is set on a weekly basis and will consist of a variety of tasks to promote further learning or application of knowledge. This should take between 30-45 minutes.

Years 10 and 11

Homework is set on a weekly basis and will consist of a variety of tasks to promote further learning, application of knowledge and exam preparation. This should take between 45 -60 minutes.

Rewards

Rewards and sanctions within the department follow those used across the school as a whole. We use motivational stickers, postcards home and certificates in all year groups.

Marking Pupils' Work

In KS3, pupils will have one "deep marked" piece of work each term and a test at the end of the term. In KS4, pupils will have two "deep marked" pieces of work and a test at the end of each term.

Marking Policy

- Pupils' work is marked following the 1-9 framework
- Summative and formative comments should be made regularly, detailing what pupils have done well and what they need to do to improve.
- After each formal assessment a target should be set that promotes next step learning and gives clear guidance on how to get to the next grade.

Pupil Self-Assessment and AFL

Pupils in all years are issued with a checklist outlining the topics to be covered in their unit. Pupils are given lots of opportunities to self- assess their own and peer assess the work of others.

At the end of each unit pupils evaluate their performance, identifying the key 'what went well' (www) and 'even better if' (ebi).

Monitoring Pupil Progress and Reporting to Parents

Each term, teachers are required to report on pupils' progress by assessing if they are below expected, at expected or exceeding expected progress. If a pupil is under-performing they are put on intervention. This includes repeating a test, being given additional resources to lunchtime and after-school sessions.

The reporting system spreads pupils' summative reports across the school year; each year group will receive one summative report and a parents' evening. The summative report is created from detailed banks of statements which are tailored to suit the individual pupil.

The Parents'/Carers' Consultation Evening enables parents to discuss subject issues in detail with the class teacher. Any important issues that arise for pupils in-between these times are referred to the Subject Leader and should also be communicated to the Form Tutor/Pastoral Leader.

Departmental Monitoring

A system of monitoring the department's work is followed by the Subject Leader and other members of the department. The department is monitored every term. This is the responsibility of the Subject Leader, with support from the department.

Department Development

Formal department meetings happen once every term according to the school calendar and are centred around teaching and learning.

Resources

The department is well resourced with a range of text books. However, we do not follow a single course and all schemes of work have been created by the department. Each lesson has a detailed lesson plan and an accompanying IWB lesson resource.

Recent Examination Results

GCSE Results

2017-2018
9-4 – 90% 9-5 – 82%
2016-2017
A*-C – 91%
2015-2016
A*-C – 93%
2014-2015
A*-C – 88%
2013-2014
A*-C – 91%

AS Results

2017-2018
A-C – 78%
2016-2017
A-C – 100%
2015-2016
A-C – 96%
2014-2015
A-C – 96%
2013-2014
A-C – 96%

These percentages are based on all pupils (approx. 200) being entered for the full GCSE irrespective of their ability or circumstances.

Chaplaincy

We have a full time Lay Chaplain, Jo Doyle, who leads the spiritual and liturgical life of the college. The day begins and ends with a prayer and Jo produces prayer resources each week that can be used by teachers and pupils. Mass is celebrated at different times throughout the school year and there are special Advent and Easter Services that all pupils attend. Mass is celebrated every Friday morning at 8.10am in the Chapel.

Extra-Curricular/Enrichment Activities

There is a weekly Philosophy club that is open to all pupils. Those who have been identified as More Able in RE are encouraged to come and often lead these discussions.

The department also runs a series of World Religions trips. We visit a synagogue, mosque, and gurdwara. We also have many visitors to RE lessons. This includes a Jewish parent of the school; a Muslim parent of the school; CAFOD representatives, Life representative and the Gatwick detainee volunteers.

We host an Bi-annual More Able Philosophy Conference. All secondary schools in the Diocese are invited. The last one focused on the 'Problem of Evil and Suffering' with a key note lecture by Holocaust survivor, Dorit Oliver-Wolff. The day concludes with a formal debate in the hall.

Pupil Voice

"The school is really good with teaching R.E. Not only do they teach us all about the Bible and the many stories of Jesus but they teach in a way that all will understand." Year 7 pupil

"I think that the school is loving and has a friendly community who teach you in the best way possible filled with fun activities. Although I am only in Year 7 I really think that this school is brilliant and is so friendly. If ever a pupil needs help with anything, even if it's to do with something outside of school we always feel we are listened to." Year 7 pupil

"I think RE is an exceptional subject. We learn about very interesting Religious topics and never get bored. The reason I like RE so much is that everyone can question and express themselves about what they think about the topic or questions we discuss in class" Year 8 pupil

"As an Anglican we always get included in things and it doesn't matter that we are not Catholic." Year 9 pupil

"I think RE is very engaging because we learn through a variety of methods such as videos, reading and discussion. My favourite part is discussion/debating". Year 10 Pupil

"The teachers at St. Richard's bring RE to life and it provides a great opportunity to discuss, not only faith, but other issues affecting society." Year 11 pupil

Headlines on the Subject from the RE Section of the Diocesan Report

- Pupils understand and live out the mission of the school, Comitas, Scientia, Caritas (community, knowledge, charity). Pupils know they have a responsibility to serve others and to respect each person as unique and a child of God.
- Outcomes in Religious Education are outstanding and significantly above the school average in other subjects.
- By the end of their time at the school, pupils have developed excellent subject knowledge of their faith and of other faiths.
- The school judges the overall quality of teaching in Religious Education as being outstanding and inspectors agreed that lesson observations, together with attainment and progress data in Religious Education, justify this view.