

Assessment in RE

Assessment -Year 7	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Creation and Covenant	Revelation Freewill Stewardship Imago Dei Ex Nihilio	Pupils need to know that God created the world for us, and that we have a responsibility to take care of it for future generations. The Current climate crisis suggests we are not.	Many do not realise that it is possible to accept both scientific theories of creation and evolution and believe in God. You can accept both science and religion.	<ul style="list-style-type: none"> • Evaluation • Make reasoned judgements • Describe • Retell • Practical gestures/ signs 	Utilised throughout the RE Curriculum
Prophecy and Promise	Messiah Magisterium The Rosary The Bible The Mass Scripture used in the Mass	Pupils need to know the original language of the Bible had to be translated into Latin and eventually into English. This scripture informs the Mass.	Many pupils do not realise that the bible is not just one book. It is a collection of books written by many authors over thousands of years.	<ul style="list-style-type: none"> • Evaluation • Make reasoned judgements • Describe • Retell • Make reasoned judgements • Describe • Retell • Evaluation 	Utilised throughout the RE curriculum.
Galilee to Jerusalem	Prophet Doctrine Heresy Eschatology Son of God Incarnation Trinity	Pupils need to know that God came to the earth in the form of Jesus. They should also know the persons of the Trinity are all equal in importance always existed together. sacraments.	Many pupils struggle with the idea that Jesus and the Father are both God but not the same as each other.	<ul style="list-style-type: none"> • Describe • Retell 	Utilised throughout the RE curriculum.

<p>Desert to Garden</p>	<p>Paschal Mystery Lamb of God 3 sacraments of initiation Transubstantiation Real presence Protestants view of Eucharist.</p>	<p>Pupils must know that each Mass a miracle takes place and the bread and wine become the actual person of Jesus. In the Mass the priest stands in the place of Jesus.</p>	<p>Pupils often are unsure of the difference between Catholics and protestants. They are unclear of the divergent views of the Eucharist.</p>	<ul style="list-style-type: none"> • Make reasoned judgements • Evaluation 	<p>Utilised throughout the RE curriculum.</p>
<p>Year 8 – Islam</p>	<p>How Christianity began The Early Church Romans and Christianity How Christianity came to Britain The Great Schism The Reformation Christianity today</p>	<p>This unit is designed to introduce pupils to the key beliefs of Islam. It will focus on key teachings and introduce key religious vocabulary.</p>	<p>Pupils are often unsure of the differences between Catholics and protestants. Or their shared beliefs. Many are unclear that they are the same religion.</p>	<ul style="list-style-type: none"> • Describe • Retell • Make reasoned judgements • Evaluation 	<p>Utilised throughout the RE curriculum.</p>
<p>History of Christianity</p>	<p>Jesus the leader The 12 disciples Vocation and calling Oscar Romero Mother Teresa Father Damien Martin Luther King Electing a Pope /Pope Francis The role of a Priest</p>	<p>It will focus on key events that shaped the Church. It aims to introduce key religious vocabulary and to build pupil confidence and understanding.</p>	<p>Pupils are often unsure of the parables and key teachings that influenced Mother Teresa. Some struggle with the idea that a counter argument is needed in the evaluation question</p>	<ul style="list-style-type: none"> • Describe • Retell 	<p>Utilised throughout the RE curriculum.</p>

<p>Leadership and Discipleship</p>	<p>Big Bang theory Creation accounts Interpretation of Creation accounts Design Theory Causation argument Scientific views on creation Stewardship</p>	<p>This unit of work is designed develop student's knowledge on the leaders and disciples of the Church. It is important that pupils are aware that all Christians learn from the perfect example of Christ and know and understand that there are modern Saints who could influence them</p>	<p>Most pupils are unaware that Catholics are allowed to interpret the creation stories metaphorically and assume that because the biblical version appear to contract the popular scientific view the bible must be false.</p>	<ul style="list-style-type: none"> • Make Judgements • Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Year 9 – Creation and stewardship</p>	<p>Imago Dei Respect yourself Discrimination Martin Luther and Christian teachings Multifaith Society Human Rights Pope Francis/ Refugees Christians and the poor</p>	<p>Introduction unit to deeper Truths about the world around us and how religion responds to these We teach the pupils to understand God's relationship with creation, God's relationship with His people, and their own relationship toward creation.</p>	<p>Many pupils confuse multi-faith with Multi-ethnic society. Pupils often confuse discrimination with prejudice.</p>	<ul style="list-style-type: none"> • Describe • Retell • Make Judgements • Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Dignity of the Human Person</p>		<p>Pupils should understand "we are all created in the Image and likeness of God'.</p>		<ul style="list-style-type: none"> • Describe • Retell 	

<p>Judaism</p> <p>Year 10 Judaism beliefs and teachings/ Practices</p>	<p>The Messiah Covenant with Moses Shekhinah The nature of God Tanakh Worship Rosh Hashana Mourning Rituals</p> <p>The Almighty The Shekhinah The Messiah Covenant with Sinai Covenant with Abraham The sanctity of life Moral principles Life after death</p> <p>Public acts of worship Private prayer The Shema and Amidah Ritual and ceremony Shabbat Festivals</p> <p>The Trinity Creation Creation and nature of humanity</p>	<p>This then will influence how we view ourselves and others in the world. This should tackle Racism, discrimination and sexism etc. Pupils need to know that the teachings of Jesus and the Catholic church are against all forms of discrimination and racism</p> <p>Pupils need to know that Christianity originated from Judaism in order to better understand their faith. Many of the beliefs and practices are better understood once you know where they came from</p> <p>Pupils need to know that Christianity originated from Judaism in order to better understand their faith. Many of the beliefs and practices are better understood once you</p>	<p>Many pupils confuse the covenant with Moses and Abraham. Also, many are unsure of the timeline differences between Moses and Jesus or the Old Testament and New Testament.</p> <p>Many pupils confuse the covenant with Moses and Abraham. Also, many are unsure of the timeline differences between Moses and Jesus or the Old Testament and New Testament.</p> <p>Pupils often confuse reincarnation and Incarnation. Pupils have difficulty understanding</p>	<ul style="list-style-type: none"> • Make judgements • Critically • Evaluate • Analyse <ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate • Analyse <ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p> <p>Utilised throughout the RE curriculum.</p>
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<p>Beliefs and Teachings</p>	<p>Incarnation Paschal mystery Eschatology</p> <p>Sacramental nature of humanity Liturgical worship Funeral rite Prayer Popular piety Pilgrimage Catholic social teaching Catholic mission and evangelism</p>	<p>know where they came from</p> <p>Pupils need to know the origins of the man and his place in the world. The original sin idea feeds into understanding freewill and choice that leads to heaven of Hell</p>	<p>the concept of suffering and eradication of sin</p> <p>Pupils confuse the 7 sacraments and find the catholic terminology confusing</p>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Practices</p>	<p>The Bible Interpretation of the Bible The magisterium Second vatical Council The Church of the body of Christ 4 marks of the church Mary as a model of te Church Personal and ethical decision making</p>	<p>Pupils needs to understand that an invisible God makes his presence felt through the physical world ie bread and wine.</p>	<p>Pupils find the metaphorical and literal interpretations of the bible difficult to distinguish between.</p>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Sources of wisdom and Authority</p>	<p>The Messiah Covenant with Moses Shekhinah</p>	<p>Pupils needs to know why Catholics believe what they believe.</p>	<p>Pupils confuse the Jewish and Christian natures of God as they are very</p>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically 	<p>Utilised throughout the RE curriculum.</p>

<p>Year 11 Practices</p> <p>Philosophy and Ethics : arguments for the existence of God</p> <p>Relationships and families</p>	<p>The nature of God Tanakh Worship Rosh Hashana Mourning Rituals</p> <p>Revelation Visions Miracles Religious experience Design argument Cosmological argument The existence of suffering Solutions to the problem of suffering</p> <p>Marriage Sexual relationships The family Support for the family Family planning Divorce, annulment and marriage Equality of men and women in the family Gender prejudice and discrimination</p>	<p>Where are the sources of information etc. Pupils needs to understand that the Church is like a pilgrim and on journey ie change is part of Her existence</p> <p>The pupils need to understand the day to day life of a Jewish person what they practically do each day and how they worship God</p> <p>Pupils need to know why people believe in God. i.e miracles, visions, religious experience, religious upbringing and reasoned logical arguments.</p>	<p>similar, but Christians focus more on the Loving father notion of God rather than the punishing Judge of Judaism.</p> <p>Pupils often confuse causation and cosmological arguments. This further causes difficulty, and when we also explore the design argument which is also called the Teleological argument, Clarification is needed here.</p> <p>Pupils often are unclear on the Church position on marriage and Sex before marriage. They confuse the difference between divorce and annulment.</p>	<p>Evaluate</p> <ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate <ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p> <p>Utilised throughout the RE curriculum.</p>
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		Pupils need to know the Catholic view on Marriage and the importance of the family life. Family life is ideal to pass on the faith to the next generation/			Utilised throughout the RE curriculum.
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What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?

- Retrieval aspect of common misconceptions brought into the following assessment.
- Teacher expected to go through the assessment in dedicated time. Key words are reidentified and retaught from the knowledge organiser
- Teacher's assessment of key knowledge that is missed and key skills that are not evident are retaught and practised

Formative Assessment in RE

- Cold questioning throughout the topic to check knowledge is secured
- Questioning to make comparisons with new content. For example: Now that we know what the definition of revelation is, what examples from the Old Testament would you define as revelation? In this instance pupils in year 11 have looked at Abraham and Moses, but should also be able to bring prior knowledge from the KS3 curriculum such as Angel Gabriel in the Epiphany
- Whiteboards to check keywords and knowledge
- Creating a mind map as a starter on a particular topic. These are interleaved and planned for. This can inform which topics need more attention for revisiting.
- Low stakes or no stakes quizzes
- Retrieval grids/ meta grids

Feedback and Acting on Feedback (should be on the most valuable thing)

After each assessment at both KS3 and KS4 there is an opportunity in class for the teacher to go over the test and address any misconceptions. For the keyword section of the test pupils will go back to their knowledge organiser and make any relevant corrections. Pupils will make corrections in green pen as

the teacher goes through the assessment. In the next assessment if there was a common mistake or insecure knowledge, the question will be repeated next half term and until knowledge is secure. In the recent year 8 assessment on Judaism it was clear that many pupils knew who Abraham was and what he did but couldn't explain the different elements of his covenant with God