

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?
Catholic community	The Lord's prayer The Hail Mary Mission Statement St Cecilia Why a Catholic school is unique?	Pupils need to know the distinctive nature of a Catholic school and its practices	Catholics and Protestants are both Christian. The wording of key prayers.	<ul style="list-style-type: none"> • Evaluation • Make reasoned judgements • Describe • Retell • Practical gestures/ signs 	Utilised throughout the RE Curriculum
Advent and Christmas	Annunciation Advent wreaths Christingle St Nicholas Nativity Features of Epiphany Christian traditions in the home.	Part of the Christian faith and something all pupils will have witnessed in the home or in Church. Supports beliefs and teachings unit at GCSE	The Epiphany is celebrated on January the 6 th when the Magi brought the gifts, not on 25 th December	<ul style="list-style-type: none"> • Evaluation • Make reasoned judgements • Describe • Retell 	Utilised throughout the RE curriculum.
Sacraments	Jesus Baptism Infant baptism Reconciliation Confirmation Holy Communion Marriage Role of a priest Anointing of the sick	It is designed to show students the importance of a Catholic upbringing and how Catholics show their faith through completing the sacraments. Pupils must	Reconciliation and confession are the same sacrament. Many pupils are confused by the many different names for the Eucharist i.e. Holy Communion, Blessed Sacrament and often	<ul style="list-style-type: none"> • Make reasoned judgements • Describe • Retell • Evaluation 	Utilised throughout the RE curriculum.

<p>Year 8 – Islam</p>	<p>The Prophet Muhammed The Night of power Respect for Quran Features of a Mosque 5 Pillars of Islam Hajj Dietary Laws The afterlife</p>	<p>know the Sacraments as it is through these, we encounter God.</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>refer to it as 'the bread thingy'</p> <p>Pupils often confuse the Night Journey with the Night of Power. Pupils often refer to followers of Islam as Islam's not Muslims. They are unaware the Allah is the same God for Christians and Jews or that there are shared beliefs.</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>How Christianity began The Early Church Romans and Christianity How Christianity came to Britain The Great Schism The Reformation Christianity today</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 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>Leadership and Discipleship</p>	<p>Jesus the leader The 12 disciples Vocation and calling Oscar Romero Mother Teresa Father Damien Martin Luther King</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</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 • Make reasoned judgements • Evaluation 	<p>Utilised throughout the RE curriculum.</p>

<p>Year 9 – Creation and stewardship</p>	<p>Electing a Pope /Pope Francis The role of a Priest</p> <p>Big Bang theory Creation accounts Interpretation of Creation accounts Design Theory Causation argument Scientific views on creation Stewardship</p>	<p>the perfect example of Christ and know and understand that there are modern Saints who could influence them</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>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"> • Describe • Retell • Make Judgements • Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Dignity of the Human Person</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>Pupils should understand “we are all created in the Image and likeness of God’. 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</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>Judaism</p>	<p>The Messiah Covenant with Moses Shekhinah The nature of God Tanakh Worship Rosh Hashana Mourning Rituals</p>	<p>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>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>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically • Evaluate • Analyse 	<p>Utilised throughout the RE curriculum.</p>
<p>Year 10 Judaism beliefs and teachings/ Practices</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>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>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>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically • Evaluate • Analyse 	<p>Utilised throughout the RE curriculum.</p>

Beliefs and Teachings	The Trinity Creation Creation and nature of humanity Incarnation Paschal mystery Eschatology	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	Pupils often confuse reincarnation and Incarnation. Pupils have difficulty understanding the concept of suffering and eradication of sin	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	Utilised throughout the RE curriculum.
Practices	Sacramental nature of humanity Liturgical worship Funeral rite Prayer Popular piety Pilgrimage Catholic social teaching Catholic mission and evangelism	Pupils needs to understand that an invisible God makes his presence felt through the physical world ie bread and wine.	Pupils confuse the 7 sacraments and find the catholic terminology confusing	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	Utilised throughout the RE curriculum.
Sources of wisdom and Authority	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	Pupils needs to know why Catholics believe what they believe. 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	Pupils find the metaphorical and literal interpretations of the bible difficult to distinguish between.	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	Utilised throughout the RE curriculum.

<p>Year 11 Practices</p>	<p>The Messiah Covenant with Moses Shekhinah The nature of God Tanakh Worship Rosh Hashana Mourning Rituals</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 confuse the Jewish and Christian natures of God as they are very similar, but Christians focus more on the Loving father notion of God rather than the punishing Judge of Judaism.</p>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Philosophy and Ethics : arguments for the existence of God</p>	<p>Revelation Visions Miracles Religious experience Design argument Cosmological argument The existence of suffering Solutions to the problem of suffering</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>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>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p>
<p>Relationships and families</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</p>	<p>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/</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>	<ul style="list-style-type: none"> • Describe • Retell • Make judgements • Critically Evaluate 	<p>Utilised throughout the RE curriculum.</p>

	Gender prejudice and discrimination				
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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