

TCEAT Curriculum & Assessment Overview: *Religious Education*

Course description and overarching aims (Intent)

In light of John 10:10, the RE curriculum is designed to develop students as curious, evaluative and empathetic thinkers who have a deep understanding of the multiplicity and complexity that exists within the concepts of God, religion, belief and practice. The knowledge and skills they will learn will equip them to become scholars of Religious Education (RE) and individuals who are able to live harmoniously alongside people of a variety of faiths and worldviews.

The RE curriculum begins by providing students at KS3 with an in-depth study into specific concepts including: God, enlightenment, worship and celebration in a variety of Abrahamic and Dharmic religions. This focused and detailed curriculum provides the foundation for students to then progress on in KS4 to examine the beliefs and practices of two major world religions (Christianity and Islam) and apply an understanding of these beliefs to a range of philosophical and ethical issues (Religion & Life, God & Revelation, Peace & Conflict, Crime & Punishment). Students who go on to study RE at KS5 will build upon the knowledge and skills from KS3 and KS4 to develop a deeper understanding of religious beliefs and teachings as well as the disciplines of ethics and philosophy. Throughout the curriculum students are encouraged to consider subject material through theological, philosophical and sociological lenses. This approach equips students with the ability to engage with the content and concepts in a critical and scholarly way.

By initially focusing the curriculum on specific concepts, we challenge students to immediately see the diversity and complexity of understandings of God and faith in practice in the world around them. As students begin the GCSE curriculum, we have then chosen to focus on the beliefs and practices of Islam and Christianity because: the choice reflects the demographic of the UK as they are the largest two religions practised in the UK; the study of Christianity helps develop students' understanding of our foundations as a Church of England Trust; we believe it is important to accurately educate students about Islam so they are able to critically recognise the invalidity of many misconceptions about this religion that exist within society, particularly in recent years. The A Level course has been selected because it offers specialist study of three major disciplines within RE that develop students to be enquiring, critical and reflective thinkers.

Legal and national framework for RE:

Religious Education is a statutory subject for all pupils aged between 5-19 years and we have a duty to abide by the Church of England statement of entitlement for RE to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. As an Academy Trust, we are not compelled to use the locally agreed syllabus (LAS) for RE however as a Trust we still engage with our borough schools to consult on the LAS and are aware of its content when planning our own curriculum. (See LAS [here](#)).

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RE's place in the wider school curriculum

The RE curriculum has an important role within the wider school curriculum. As a Church of England Trust, the RE curriculum links to the wider school ethos and structures. In particular, RE has a large role to play in the school SMSC policy as it provides students with understanding of many of our trust practices (e.g. assemblies and tutor times), provides opportunities for spiritual reflection by evaluating philosophical questions (e.g. is there a life after death), provides students with understanding of a range of cultures, and develops students to be accepting and compassionate in a diverse society. The RE departments work closely with other Humanities departments in acknowledgement of the cross-curricular skills we share and therefore use joined up techniques to develop these e.g. evaluation. As with all subjects across the Trust, the RE curriculum has an important part to play in developing students' literacy skills, and therefore we include whole school strategies in our curriculum.

Curriculum model overview (Implementation)

How is our curriculum planned and why:

Skills and knowledge are planned into the curriculum using a spiral approach. We teach key beliefs of a religion before key practices so that students understand the reasons behind what people do. This approach of teaching beliefs and practices is revisited when students encounter new religions and worldviews so that these foundational concepts are understood in greater detail in a spiralled approach. Developing student's foundational knowledge of religion and its influence on how people behave supports students later in the curriculum when they compare and contrast the different attitudes and opinions on a variety of philosophical and ethical topics.

In terms of skills sequencing, we do not adopt a hierarchy of command words linked to steps of progress, rather, in each year we develop students subject-specific skills to both support and challenge students appropriately to be equipped with the skills to become scholars of RE. This is due to our recognition that skills are not discrete entities that are simply 'mastered' in each year, rather, we understand such skills overlap and continually support each other throughout the curriculum.

To become able scholars of RE, students need to be able to explain key beliefs with references to the scriptural sources they have been interpreted from. As their knowledge of these beliefs grow, their ability to compare beliefs both within and between religions will also develop and by requiring comparison with previously learnt concepts, we are supporting students' memory using retrieval practice. In time, students are then able to explain the sociological links and reasoning between 'what someone believes' and 'what they are influenced to do'. As well as this, students are stretched to explore content philosophically in relation to questions of reasoning, morality and reality. Ultimately, once students have developed the substantive knowledge of core beliefs and concepts, they are then best able to apply, make judgements and evaluate the impacts, values and importance of these beliefs and concepts as they progress through the curriculum as scholars of RE.

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Overall, the sequencing of the curriculum means that students should be able to develop connections as they work through the units, building up their knowledge as they progress through each year. Each unit is accompanied by a unit overview and knowledge organiser which outline the knowledge to be mastered.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
Identify the Trimurti Gods	Bronze		
Describe the roles of each of the Trimurti Gods	Silver	Bronze	
Explain the importance of each of the Trimurti Gods	Gold	Silver	Bronze
Use religious texts to support beliefs about the Trimurti Gods		Gold	Silver
Evaluate the significance of Trimurti Gods for Hindus today			Gold

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5.

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Subject specific skills:

In RE, we teach a variety of subject-specific skills which are represented in the assessment objectives that run throughout our curriculum:

Assessment Objective	Key Skills
AO1: Knowledge and understanding: - Influence and impact on individuals, communities and society	Explanation – giving reasons for beliefs/actions Explanation of influence – giving actions as a result of beliefs Application – giving examples of practices Empathy – considering impact
AO1: Knowledge and understanding: - Similarities and differences	Comparison – within and between religion Explanation – reasons for differences/similarities
AO1: Knowledge and understanding: - Sources of authority	Textual analysis (explanation) – explanation of meaning
AO2: Analysis and evaluation	Evaluation – considering divergent views and making judgements based on evidence/clear argument Critical enquiry/curiosity – discussion and debate provoked by analysis of content

Knowledge:

- **Substantive knowledge** - The main categories that account for the accepted conventions and facts of our subject:

Knowledge about religion and worldviews which includes:

- Beliefs and teachings central to religion/s
- Different ways people express religion and non-religion in their lives
- The artefacts, stories and texts which are associated with different religious and non-religious traditions
- Concepts such as: incarnation, prayer, enlightenment – which relate to religious and non-religious traditions

Subject-specific concepts can be categorised in the following way:

- Concepts which are common to religious and non-religious experience e.g. interpretation
- Concepts that are common to multiple forms of religious experience e.g. sacrifice
- Concepts that are specific to a religious tradition e.g. the Christian notion of ‘incarnation’

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- **Disciplinary knowledge (Ways of knowing)** – The main subject skills, procedures, thinking structures and behaviours of our subject such as:

Pupils also need to be taught how to know about religious and worldviews. It is important for pupils to learn:

- how the substantive knowledge they are learning came about
- the accuracy and validity of the claims being made
- the differences between conceptions and misconceptions
- the types of methods that may have been used to obtain the knowledge and how suitable the methods were e.g. limitations of an interview

In order to achieve this, we encourage students to explore substantive knowledge through different lenses:

- **Theology:** This concerns ‘Believing’ – where beliefs have come from, examining religious texts, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
- **Philosophy:** This concerns ‘Thinking’ – finding out how and whether things make sense. It deals with questions about reality, knowledge, existence, morality and ethics.
- **Human and social sciences/Sociological:** This concerns ‘Living’ – exploring the diverse ways in which people practice their beliefs. Engaging with the impact of beliefs on individuals and communities.

In RE students use a number of scholarly tools to make sense of substantive knowledge from these different lenses/perspectives.

These tools allow students to consider content in informed, reflective and intelligent ways.

Examples include:

- Reading
- Interpreting
- Observing ways of living
- Asking questions
- Debating/Discussing – Presenting own views and the views of others using a clear process of reasoning and a range of evidence to support.
- Contextualising material
- Data analysis (eg. Artefacts, buildings, census data)

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- **Disciplinary Literacy** - Literacy is developed through explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of toolkits to support written work.
 - Students can analyse scripture/sacred texts to infer meaning
 - Students understand the required response to command words in RE
 - Students respond orally using Art of the Sentence structures
 - Students can use appropriate connectives to develop their ideas within a paragraph answer
 - Students are able to structure an evaluative response to a statement using appropriate sentence structures and relevant supporting evidence.
 - Students can express other points of view
 - Students can justify how convincing arguments are
 - Students use tier 3 vocabulary regularly and confidently
 - Students confidently follow teacher feedback in order to redraft their work

- **Personal Knowledge** - Throughout the curriculum we acknowledge and are mindful that pupils approach all content from their own personal position which has been shaped by individual experiences, values and senses of identity. The RE curriculum is both an opportunity to build on their own personal knowledge but also reflect on the assumptions they may bring to the content they study.

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Curriculum seven-year plan: *You can find the course overviews for each school here:*

Overview Table

Ada, EF, WP

KS2 – Our curriculum has been designed with the knowledge that students will have had varying levels of interaction/engagement with RE as a subject at primary school. Having liaised with the different feeder primary schools we are also aware that they take focus on varied content and adopt different approaches to the subject. Our introduction to the subject factors this in through engaging students with the different ways of knowing related with RE.

Yr group	Topics			How do students get better at RE?
Year 7	Judaism	Life of Jesus	Islam	A year 7 student will develop a deep knowledge of the concept of God in the Abrahamic faiths, development of the concept through history and how this is revealed (primarily through scripture). Each student will have a secure ability to explain diverse beliefs about God both within and between these faith traditions, and begin to understand and interpret religious texts as a source of authority.
Year 8	Hinduism	Sikhism	Buddhism	A year 8 student will develop a deep knowledge of Hinduism, Sikhism and Buddhism through exploration of different concepts within and between these faith traditions. Concepts include: God, enlightenment, worship and celebration. Students will build an understanding of how these are understood in scripture, history, tradition and lived experiences. Each student will have a secure ability to explain reasons for diverse beliefs and practices and develop their confidence in understanding and interpreting religious texts as a source of authority.
Year 9	Christian Beliefs	Islam Beliefs		A Year 9 student will have a detailed knowledge of key beliefs in Christianity and Islam, including comparison between and within the two religions. Each student will have an advanced ability to explain reasons for beliefs, confidently referencing and

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					interpreting scripture as a source of authority, draw out how beliefs influence the actions of religious believers and begin to evaluate a variety of religious beliefs by presenting different views.
Year 10	Christian Practices	Islam Practices	Theme D: Peace & Conflict	Theme E: Crime & Punishment	A Year 10 student will have a detailed knowledge of the application of key beliefs in the lives of Christians and Muslims, and how they manifest in their practices and attitudes to ethical issues. Each student will have an advanced ability to explain reasons for and compare religious practices and ethical attitudes, using a wide range of relevant evidence, as well as a secure ability to evaluate a variety of religious practices and attitudes.
Year 11	Theme B: Religion and Life	Theme C: Existence of God	Revision		A Year 11 student will have a detailed knowledge of beliefs, practices and attitudes in Christianity and Islam. Each student will have a developed ability to explain, compare, apply and evaluate their knowledge.
Year 12	Philosophy Theology Ethics				A year 12 student will begin to develop their knowledge and understanding of scholarly views, academic approaches and sources of wisdom associated with the disciplines of theology, philosophy and ethics within the A Level course.
Year 13	Philosophy Theology Ethics				A year 13 student will have a detailed knowledge and understanding of scholarly views, academic approaches and sources of wisdom associated with the disciplines of theology, philosophy and ethics. Students will be able to skilfully select and use relevant material in order to present a compelling line of argument in relation to these topics.

TWY

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and adopt different approaches to the subject. Our introduction to the subject factors this in through engaging students with the different ways of knowing related with the subject.

Yr group	Topics				How do students get better at RE?
Year 7	Hinduism	Sikhism	Buddhism		<p>A year 7 student will develop a deep knowledge of Hinduism, Sikhism and Buddhism through exploration of different concepts within and between these faith traditions. Concepts include: God, enlightenment, worship and celebration. Students will build an understanding of how these are understood in scripture, history, tradition and lived experiences.</p> <p>Each student will have a secure ability to explain reasons for diverse beliefs and practices and develop their confidence in understanding and interpreting religious texts as a source of authority. Students will begin evaluating and analysing different beliefs and practices within and between these religions.</p>
Year 8	Christian Beliefs	Christian Practices			<p>A Year 8 student will have a detailed knowledge of key beliefs and practices in Christianity. Each student will be able to:</p> <ul style="list-style-type: none"> → Explain these beliefs and practices: - reasons for them; how they influence and impact believers; as well as draw out the similarities and differences of how these are practiced within the faith tradition. → Reference, interpret and apply scripture as a source of authority to relevant beliefs and practices. → Analyse and evaluate beliefs, teachings and practices by reaching justified judgements.
Year 9	Islam Beliefs	Islam Practices	Theme D: Peace & Conflict	Theme E: Crime & Punishment	<p>A Year 9 student will have a detailed knowledge of key beliefs and practices in Islam. Each student will be able to:</p> <ul style="list-style-type: none"> → Explain these beliefs and practices: - reasons for them; how they influence and impact believers; as well as draw out the similarities and differences of how these are practiced within the faith tradition. → Reference, interpret and apply scripture as a source of authority to relevant beliefs and practices.

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					→ Analyse and evaluate beliefs, teachings and practices by reaching justified judgements. In year 9, students will also have the opportunity to apply Christian and Muslim beliefs to contemporary, philosophical and ethical issues.
Year 10	Theme B: Religion and Life	Theme C: Existence of God	Revision		A Year 10 student will have a detailed knowledge of the application of key beliefs in the lives of Christians and Muslims, and how they manifest in their practices and attitudes to contemporary, philosophical and ethical issues. Each student will have an advanced ability to explain reasons for and compare religious practices and ethical attitudes, using a wide range of relevant evidence, as well as a secure ability to evaluate a variety of religious practices and attitudes.
Year 12	Philosophy Theology Ethics				A year 12 student will begin to develop their knowledge and understanding of scholarly views, academic approaches and sources of wisdom associated with the disciplines of theology, philosophy and ethics within the A Level course.
Year 13	Philosophy Theology Ethics				A year 13 student will have a detailed knowledge and understanding of scholarly views, academic approaches and sources of wisdom associated with the disciplines of theology, philosophy and ethics. Students will be able to skilfully select and use relevant material in order to present a compelling line of argument in relation to these topics.

Approaches to learning

RE lessons vary according to their place within the scheme of learning and in order to meet the assessment objectives. However, we often include the following elements in the structure of our lessons, many of these strategies are supported by cognitive science to support students' long-term memories:

- Retrieval practice to recap prior learning at the start of the lesson
- Introduction of new content and information
- Application/analysis/evaluation of new content (in context of prior learning)

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- AfL throughout, often using MWB and traffic light cards to ensure assessment on the whole class to inform next steps
- Exam practice (at KS4)
- Longer writing practice
- Self assessment of longer writing tasks and in prep booklets
- Use of knowledge organisers in lessons

We support students' literacy using many of the following strategies:

- Toolkits (to aid writing, reading and oracy)
- Key word glossaries and knowledge organisers
- Structured talk
- Class reading and text dependent questions
- Writing frames and sentence parameters
- Modelling and part-modelling answers
- Literacy marking code
- Teacher modelling of tier two and tier three vocabulary

To support the delivery of the curriculum, we update regularly our lessons on COPIA, curriculum overviews by year group, unit planners (outlining assessment objectives) and an assessment planner.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, RAG cards, green pens (used to

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distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, teacher circulation, live marking using a visualiser and various types of questioning.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning / prepare students for their next lesson / support long-term memory through retrieval practice. In subsequent lessons, teachers support students to self/peer assessing prep tasks by sharing success criteria to ensure students can identify any mistakes/misconceptions.

Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homeworks or in class. Generally these tasks take place in class and students have a prep task to prepare for these. These are teacher marked and the feedback process matches that which is described in the section below.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

At Q1 and Q3 we use a lighter-touch approach to assess students' knowledge and skills from recent lessons, particularly lighter-touch at KS3 in proportion to our curriculum time. At KS4, our assessments use AQA GCSE exam style questions. At KS3 have used the assessment objectives to design our own exam questions to scaffold and support skill and knowledge acquisition.

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RE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Quarter 1	Formal assessment for Q1 but this may be an assessed homework, or MS Forms-based assessment, or completed in class. Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and gradesheets.			All subjects assess in each quarter using a formal in-class assessment but on restricted content . (eg. a single essay in Year 12). Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.			
Quarter 2	Formal exams for all subjects based on cumulative content of the course covered to date. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports						
Quarter 3	Formal assessment for Q3 but this may be an assessed homework, or MS Forms-based assessment, or completed in class. Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and gradesheets.			All subjects assess in Q3 using a formal in-class assessment with cumulative content assessed from the start of the course. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.			
Quarter 4	Formal exams for all subjects based on cumulative content of the course covered to date. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports For Year 11 and 13, final GCSE and A Level exams.						

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Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books. In RE students will be taken through the main errors and misconceptions raised in their assessments during their feedback lesson(s) using references to mark scheme criteria, assessment language and examiner report feedback where applicable. Teachers provide guidance and opportunities to improve before students make improvements to answers in their assessments in green pen and complete any associated stretch tasks. This provides students with a second opportunity to check that they have improved their understanding in that area before progressing on to the next stage in the curriculum.

External examinations

KS4 exam board: AQA A 8062 Option MA

KS5 exam board: OCR H573

Additional context

Legal requirements:

The law requires that agreed syllabuses (although as academies we are not bound to follow the Ealing LAS) must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practice of the other principal religions represented in Great Britain.' This requirement is reflected in our curriculum choice to teach all six major world faiths (all of which are represented in the UK and London) as well as our choice to study Christianity as one of the two religions required in the AQA GCSE syllabus.

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The government outlines a school's duty to 'actively promote' the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and acceptance of those with different faiths and beliefs. Our RE curriculum carries out this duty across many topics: teaching each of the six major world religions to encourage understanding and acceptance of those with many different faiths and beliefs; teaching of international law and regulations in relation to war and conflict; individual liberty and respect for the law in crime and punishment.