



Curriculum Intent and Implementation

Religious Education Department Intent

At Bishop Walsh, Religious Education is central to the life of the school.

The RE curriculum at Bishop Walsh Catholic School aims to provide pupils with the knowledge and skills they require to become religiously literate and reflective individuals who can understand their own faith and the place of faith in the wider world. In the RE department, we aim to provide the tools required to learn about religion and from religion so that all learners have the opportunity to develop their own values, beliefs and attitudes in preparation for adult life in a pluralistic society and global community.

All pupils receive quality Religious Education which is guided by the Religious Education Curriculum Directory syllabus as set out by the Catholic Bishop's Conference of England and Wales. The Catholic faith is at the heart of our curriculum. The curriculum provides a holistic education in which we enable learners to develop their personal gifts and talents, their spiritual, social, moral and emotional understanding of the world, as well as their academic knowledge and skills. This is achieved by designing a broad and balanced curriculum which is responsive to and supportive of their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. All schemes of work are designed to provide an engaging, meaningful and inclusive way for our students to fulfil their God-given talents. Our students are drawn into a personal relationship with God as they explore their own beliefs and values.

At GCSE, pupils study the Eduqas Route B specification, exploring Catholicism and Judaism. At A Level, pupils study the Eduqas specification which focuses on Christianity, Ethics and Philosophy. All RE lessons begin with retrieval practice in order to embed knowledge and reflect our knowledge-rich approach to curriculum.

Daily/weekly Review:

In RE, every lesson begins with 'REvisit, REview and REvise' questions which focus on knowledge recall from the previous lesson and other lessons within the topic. Pupils self-assess their responses and are questioned verbally to ensure that understanding is fully demonstrated. Pupils record their marks every lesson so that progress can be monitored and gaps in knowledge identified.

At KS4 and KS5, past paper questions are used frequently to allow students to review and apply their knowledge and improve their examination technique.

Modelling:

In RE, visualisers are used in order to live model processes such as annotating text, recording group discussion feedback and modelling how to approach examination questions. We use the technique 'I do, we do, you do' throughout our lessons, especially when introducing new content.

Explanation and Reading:

In the knowledge booklets there is high quality text for students to read that is relevant to each lesson. This can include detailed explanations, biblical passages, quotes from scholars, encyclicals and the teaching from the Catechism of the Catholic Church.

Reading in RE comes in many forms. It includes the teacher reading aloud to the class to demonstrate fluency whilst students are encouraged to follow the text. The reading allows us to draw attention to key vocabulary and annotate the text, and unlock the true meaning.

The information in the knowledge booklets has been designed and presented to enable students to understand the substantive knowledge required for each topic.

PowerPoints are used to enhance appreciation of the themes covered, using imagery to engage and stimulate.

Deliberate Practice:

Teachers will guide students' practice, adapting teaching in a responsive way and following learning signals to ensure a high success rate is obtained from the class.

Students are provided with opportunities for independent practice. The prepared knowledge booklets have a range of questions for students to complete which target the key knowledge for each topic.

Examination style questions are used regularly in order to consolidate learning and allow students to effectively apply their knowledge and perfect their exam technique.

Students are frequently asked questions throughout the lesson. This is used to check for understanding and allow students to verbalise their answers using correct religious terminology.