

Religious Formation

Intent

Teachers in the Religious Formation department deliver a high quality learning experience for all pupils in the different key stages and ensure that beyond academic achievement, pupils are given the opportunity to grow in faith. It is our philosophy that Religious Formation is at the heart of the College, and we should endeavour to foster an inclusive environment to ensure that pupils are inspired and engaged in their studies and make effective progress in their learning.

In Years 7 and 8, pupils are studying the new Religious Education directory titled 'To know you more clearly'. The directory sets out the purpose of RE for KS3 and features a programme of study with a model curriculum, which presents the expected outcomes in six curriculum branches. The model curriculum is rooted in the narrative of salvation history. **The six branches are:**

- 1: Creation and Covenant
- 2: Prophecy and Promise
- 3: Galilee to Jerusalem
- 4: Desert to Garden
- 5: To the ends of the earth
- 6: Dialogue and Encounter

Each term, pupils will focus on a particular branch of the Christian faith in relation to: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, to the Ends of the Earth, Dialogue and Encounter. For each year, pupils will study a Dialogue and Encounter branch focusing on Ecumenism, Abrahamic faiths and Dharmic religions. Other religions and worldviews, including non-religious worldviews are also studied. As a Diocese, it has been agreed that Hinduism will be studied in the Dialogue and Encounter branch in term 6 of Year 7. Islam will be studied in Year 8 (September 2024) and Judaism in Year 9 (September 2025)

The curriculum is designed to develop pupils' skills appropriate for their age (age related standards) so as to ensure that pupils grow in understanding of their own faith and other religions. In years 7, 8 and 9, pupils study the main world religions in order to provide them with a coherent understanding of the communities in which they live and beyond. Pupils should be able to recognise that they live in a multi-faith society and consequently have a greater understanding and respect of different faiths and cultures. Lessons are intended to be highly engaging and promote debate, allowing pupils to discover more about their faith whilst recognising that there are other religions who believe different things. Schemes of work within this key stage have been carefully designed and mapped against the new curriculum directory to promote an environment where pupils are encouraged to explore their own faith as

well as showing an understanding of secular ideals as this will prepare the students for KS4.

At Key Stage 4, the curriculum designed is underpinned by the Edexcel GCSE specification – Catholic (spec A). The curriculum is intended to introduce students to Catholic teaching and values and Judaism (as a second area of study). The third area of the GCSE explores Philosophy and Ethics through a range of different beliefs including Catholic, Atheist and Humanist views. Schemes of work build upon the knowledge, understanding and skills that students acquired in their Key Stage 3 lessons, whilst, at the same time, preparing students for their study of Religious Studies at A Level.

At Key Stage 5, the curriculum designed is underpinned by Edexcel 'A' Level Religious Studies specification. The curriculum is intended to introduce students to three Areas of Study: Philosophy, Ethics and New Testament. Schemes of work are detailed and the resources are highly engaging, creating opportunities for all learners, irrespective of their starting points, to make at least good progress in this subject. The curriculum has been designed to provide students with the opportunity to enhance their own understanding of key areas of study through a range of T&L strategies. Schemes of work build upon the knowledge, understanding and skills that students acquired at GCSE level, whilst, at the same time, preparing students for their studies in Higher Education.

Implementation

At Key Stage 3, pupils are allocated five hours of teaching time a fortnight (10%) and this is in line with Diocesan requirements. Through highly engaging resources and opportunities for debate in lessons, the intention is that all pupils are equipped with critical thinking skills that will support them across other subject areas.

Lessons are well-planned and engaging, providing pace and challenge across the different key stages. Formative assessment including questioning, observing pupils while they work, is used by teachers within the department to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. This is then shared at faculty meetings.

For each year group, three summative assessments are completed in an academic year, allowing teachers within the RF department to assess pupils' knowledge and understanding of what they have been taught. The intention of formal assessment in this case is to introduce students to independent and structured writing skills that they will encounter at key stage 4. Summative assessment is also reflected with the departments marking policy, whereby students are encouraged to reflect upon and respond to teacher feedback in order to improve their knowledge and understanding. The assessments at key stage 3 have been designed to reflect the required skills appropriate for their level.

By the end of Key Stage 3, pupils have at least a good knowledge of Catholic beliefs and teachings and of other religions. Based on the constitutions of Vatican II and rooted in the Catechism of the Catholic Church, is “religiously literate and engaged young people, with the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in everyday life”. This ensures that pupils learn more deeply about the Catholic faith and are appropriately prepared for the study of Religious Formation at GCSE level.

Year 7

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Prophecy and Promise	Desert to Garden	Ends of the Earth	Dialogue and Encounter (Hinduism)

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Prophecy and Promise	Desert to Garden	Ends of the Earth	Dialogue and Encounter (Islam)

Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Islam	Evil and Suffering	Medical Ethics	What does it mean to be human?	Introduction to 1.1 GCSE	Creation and Covenant (new Year 9 unit)

At Key Stage 4, pupils are allocated five hours of teaching time a fortnight (10%) and this is in line with Diocesan requirements. The units of work provide pupils with the opportunity to gain a good knowledge of the Catholic faith through beliefs and teachings and Philosophy and Ethics. Pupils also study Judaism as a second religion. Lessons are well-planned and is challenging for all pupils. Formative assessment is used by teachers to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. There is a greater use of summative assessment at Key Stage 4. At the end of each unit of study, pupils sit an end of unit test linked to the GCSE examination. This allows teachers to assess pupils' knowledge and understanding of the topic, as well as providing pupils with the opportunities to practise and enhance their understanding. By the end of Key Stage 4, pupils have a secure understanding of Catholicism and Judaism and have the necessary skills to go on to study this subject at A level should they so wish.

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1.2 Belief and teachings	1.2 Beliefs and Teachings	1.3 Sources of Wisdom and Authority	1.3 Sources of Wisdom and Authority	1.4 Forms of Expression and ways of life	2.1 Judaism – Beliefs and Teachings

Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2.2 Judaism –Practices	3.1 Arguments for the existence of God	3.2 Religious teachings on relationships	Revision	Revision	Exams

At Key Stage 5, pupils are allocated nine hours of teaching time a fortnight and they study Philosophy, Ethics and New Testament. Pupils are given the opportunity to engage with a highly challenging course through the carefully planned and differentiated activities. Debates are encouraged as pupils listen to a wide range of different viewpoints from the one they hold. Formative assessment is used by teachers to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. At the end of each unit, pupils complete essay style questions linked to the exam. By the end of Key Stage 5, pupils have a mature knowledge and understanding of the Areas of Study and a comprehensive understanding of the elements of Philosophy and Ethics. This ensures that pupils are well prepared for the study of other disciplines at University.

Year 12 – Philosophy, Ethics and New Testament

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Philosophy and Ethics Design Argument Cosmological Argument Ontological Argument Set texts	Religious experience Problem of evil and suffering Solutions to the problem of evil and suffering Set texts Situation Ethics	Study of set texts across Philosophy and Ethics Prophecy regarding the Messiah The world of the first century	John's Prologue I am sayings Titles of Jesus Miracles and signs Set text	Revision/exam Interpreting the text The purpose and authorship of the fourth gospel.	Revision/exams Interpreting the text The purpose and authorship of the fourth gospel.

Environmental ethics	Natural Moral Law				
Equality	War and peace				
Utilitarianism	Sexual Ethics				

Year 13 – Philosophy, Ethics and New Testament

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Analogy and Symbol	Critiques of religious belief.	Life after death	Crucifixion and Resurrection	Revision for all 3 papers	Revision for remaining papers
Verification and Falsification	Comparison of set texts (Russell vs Copleston)	Science and religion	Science and historical-critical challenges		
Language games	Virtue Ethics	Ways of interpreting Scripture	How should we live?		
Set text	Medical Ethics – the beginning and end of life	The Kingdom of God	Revision for all 3 papers		
Meta-ethics		Why did Jesus have to die?			
Religion and Morality					
Deontology					

Impact

The Religious Formation department are extremely proud of our pupils' progress and attainment in this subject. For the 2023-2024 academic year, pupils' progress compared to their academic target level was +0.84 for Year 11, and +0.3 for end of KS3. The table below highlights the attainment of students in the Summer 2024 examination series compared to the attainment of all candidates entered nationally for the same qualification.

2024 Results	Levels 9-7 (GCSE)	Levels 9-4 (GCSE)
GCSE RF	50% (St. Bede's) 29.5% (National average)	87% (St. Bede's) 71% (National average)

2023 Results	Levels 9-7 (GCSE)	Levels 9-4 (GCSE)
GCSE RF	51% (St. Bede's) 28.2% (National average)	90% (St. Bede's) 71.6% (National average)

2022 Results	Levels 9-7 (GCSE)	Levels 9-4 (GCSE)
GCSE RF	58% (St. Bede's) 32.4% (National average)	91% (St. Bede's) 75.6%% (National average)