

Religious Studies Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
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Intent



Article 29: *Your right to become the best that you can be.*



Article 13: *Your right to information.*



Article 14: *Your right to follow your own religion.*

The pupils will learn the beliefs, teachings and practices of six world religions (Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism). They will extend and deepen their knowledge by analysing how these religions have either adapted with the development of modern society. They will learn how religions function in an ever rising secular and plural climate. They will also learn to appreciate how aspects of religions have stayed the same throughout centuries.

Pupils will gain the tools to participate in open dialogue based on valid sources of evidence. Religious Studies will promote and facilitate respect for others regardless of their cultural, religious, socio-economic, and ethnic backgrounds. It will promote human understanding as one of the greatest priorities for our generation.

The pupils will study a curriculum designed to represent the multicultural, multi faith society in which the pupils live. This will enable them to be active contributors to life in modern Britain. The pupils will develop an appreciation for religions different to their own which will shape their development as tolerant and compassionate global citizens. The subject will help pupils develop curiosity about the world around them.

The curriculum ensures that pupils will know and remember the key information studied.

Implementation



Article 28: *Your right to learn and go to school.*

Skills and Content



Article 3: *Everyone who works with children should always do what is best for each child.*

In the curriculum the pupils will learn about a variety of religions and cultures. In the primary section pupils learn about Christianity and one other religion in each year group. In the secondary section pupils continue to study the six main world religions in detail.

The pupils learn a variety of skills related to Religious Studies. These skills develop sequentially through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section.

In the primary section the Discovery RE Scheme of Work is used to help build and design the curriculum. Discovery RE is written as a universal core curriculum provision for all children. Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the Early Years foundation stage, and enhances this according to the needs of our pupils.

A cross-curricular approach is utilised where appropriate and links to other subjects are explicit. For example, the religious aspects of historical periods are fully explored to aid understanding across all of the Humanities. Regular planning sessions ensure that coverage is thorough.

Timetable

Primary section pupils have a bespoke Religious Studies lesson each week.

Key Stage 3 pupils have two bespoke Religious Studies lessons each week. The curriculum fully builds on the primary section curriculum and continues the development of the Religious Studies skills.

Pupils have the option of studying Religious Studies at GCSE level in Years 10 and 11 as one of their optional subjects. These pupils have three lessons per week. Pupils who do not opt to study GCSE Religious Studies complete CORE lessons in the subject. These pupils have one lesson per week. Pupils also have the option of studying Religious Studies for one of their A-Levels. These pupils have five lessons per week.

Enquiry-based approach



Article 12: *Your right to say what you think should happen and be listened to.*

An enquiry-based approach is adopted which begins with the children's own life experience before moving into learning about and from religion. Children's own life experiences are used as a bridge into the investigation of the religion being studied. Pupils have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

This curriculum is fully inclusive. Teachers tailor each enquiry to meet the needs of the children in their classes and utilise creative learning activities that allow children to choose the media with which they work.

Challenging and philosophical questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging are studied and asked. Pupils study religious and non-religious views on ethical issues and philosophical problems. For example, in year 9 pupils will study the Israel and Palestine conflict: analysing the role of religion and politics and the impact this event has had on the modern world.

During these studies pupils develop knowledge and understanding of a range of religions and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Pupils are encouraged to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Pupils study the impact of religion on the modern world. For example, in year 7, pupils study how key religious teachings in Hinduism impacted Gandhi's movement for independence and how those teachings influenced other leaders, such as Martin Luther King Jr and Nelson Mandela.

In doing so pupils are encouraged to develop their communication skills through debate and are encouraged to listen to each other's world views in a safe and open-minded environment. Pupils are provided with opportunity to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Pupils are taught to develop respect for others, including people with different faiths and beliefs, and helped to challenge prejudice.

Pupils are prompted to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. Empathy, generosity and compassion are encouraged. Throughout, children's own spiritual development is nurtured.

GCSE and A-Level Religious Studies

At Key Stage 4, pupils explore ethical issues surrounding Life and death and Relationships. Concepts studied are sanctity of life, for example euthanasia and capital punishment, issues of relationships, for example cohabitation and divorce, and the various religious responses to these. Pupils also look at faith in action and reflect on the key philosophical beliefs about our moral behaviour through the 'Good and Evil' and 'Human Rights and Social Justice' modules. Lessons are taught by building on skills of analysis and evaluation; whereby pupils engage in structured debates and explore different religious communities and their beliefs and practices.

The curriculum has been designed so that Religious Studies teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study. GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered and content is chosen that reflects and meets the needs of the school community.

Extra-Curricular

As part of their learning outside of the classroom, every primary section year group visits at least one place of worship during the academic year. This means they experience a place of worship for each of the six major world faiths. The children visit places of worship as guests and learners, not as worshippers.

Pupils continue to visit and explore different religious communities and places of worship in the secondary section. In Year 9, pupils visit a Synagogue during the month of January to

coincide with Holocaust Memorial Day. During this visit, pupils participate in workshops surrounding the prejudice and discrimination of Jews during WW2. Pupils listen to the experiences of holocaust survivors and participate in question and answer sessions.

Whilst learning about Israel and Palestine, pupils participate in a seminar hosted by the organisation 'Sides not Solutions' where they are able to virtually participate in a discussion with both Israeli and Palestinian citizens and learn about their struggle for peace.

Pupils also have the opportunities to take part in trips to complement and enhance learning in Religious Studies. For example, pupils visit the Tower of London to learn about religious martyrs.

Withdrawal from Religious Studies lessons

Parents and carers have the right to withdraw their children from all or part of the Religious Education. Those parents and carers wishing to exercise this right are invited in to see the Head teacher and/or Head of Religious Studies who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from the subject are aware of the Religious Studies syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right will be respected. Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.

Implementation - Skills

	Knowledge	Understand	Analyse	Evaluate
EYFS	Name the 6 major world religions	Match religious symbols to the correct religions	Identify different religious celebrations	How we learn from different religious stories
Year 1	Recall features of religious, spiritual and moral stories and other forms of religious expression.	Recognise and name religious symbols and words.	Explain what you find puzzling in life and discuss possible solutions (to appreciate that some questions have no specific and agreed answers, but they are exciting and vita). E.g. Where is God?	Ask questions about different religions
Year 2	Identify how religion and belief is expressed in different ways for the different religions.	Identify the similarities and differences between key features of the various world religions.	Identify symbols of religious expression	Ask philosophical questions about the world. E.g. How did the world come to be?
Year 3	Identify similarities between religious beliefs and teachings.	Describe meanings for symbols and other forms of religious expression. E.g. Christian Cross, Dharma Wheel etc.,	Compare aspects of their own religious experiences and those of others, identifying what influences their lives.	Investigate questions about different faith practices and compare some answers. E.g. how prayers in Christianity and meditation in Buddhism can bring you closer to God in different ways.
Year 4	Describe in detail similarities and differences and between religious beliefs and teachings.	Describe the impact of beliefs, teachings and practices on individuals, groups and communities.	Compare and contrast the practices and teachings between a religious and a non-religious system. E.g. Humanism and Christianity.	Explain how religious beliefs and teaches are used to formulate viewpoints.
Year 5	Describe similarities within various religions with regards to big questions (i.e., what happens in the afterlife), beliefs, values and practices.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinions and why there are differences.	Describe how different religions express themselves differently in various life events. E.g. birth, marriage and death.	Use sources and evidence to explain how views are based on religious and beliefs teachings.
Year 6	Identify key events in different religions and their significance and influence to the religious community.	Demonstrate deeper understanding of different religious rituals and practices by describing how and when they occur.	Explain the significance behind certain festivals and why they are celebrated. E.g. Hajj in Islam, Easter in Christianity.	Evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between religious beliefs, teachings and practices.
Year 7	Identify how the main six main world religions express themselves in society. (I.e., food, clothing, religious festivals)	Describe the key teachings behind each expression of faith (symbols, figures, pilgrimages, holy books, places of worship and holidays).	Compare and contrast the key practices of different religions or groups within a religion and suggest simple reasons for these.	Investigate arguments for different points of view and fully support them with examples and explanations.
Year 8	Identify and describe key religious terminology within Hinduism, Buddhism and Sikhism. (I.e., the four Noble truths, Trimurti, Sewa)	Describe how ethics are influenced by different religious teachings.	Explain how the media portrays different religions. Analyse how religious practices have a positive or negative impact upon individuals, communities and societies.	Evaluate a range of opinions and give simple recommendations about the most convincing side of the debate. Support views with religious and non-religious sources or authority.
Year 9	Recall key terms and key information for the following religions: Judaism, Christianity and Islam. (I.e., Shahadah, diaspora, incarnation)	Explain the importance of religion by considering the influence on communities and societies.	Explain the impact that religion has in the present and has had in the past through the study of societal issues (I.e., Holocaust, Israeli-Palestinian Conflict).	Present a well formulated argument through discussion and debate. Support views with religious and non-religious sources or authority.
Year 10	Define key terms and concepts in Christianity and Islam. (I.e., eschatological beliefs, Jahannam, trinity)	Explain how key beliefs and teachings influence Christian and Muslim practices. (I.e., the five pillars of Islam influencing greater jihad)	Explain the significance of key beliefs, teachings and practices with reference to sources of authority. Analyse and decode quotes of various religious figures.	Use religious teachings to produce a well-developed argument 'for' AND 'against'. Supporting views with religious and non-religious sources or authority. Formulate a well-reasoned judgement based on relevant evidence and information.
Year 11	Define key terms and concepts on the issues of relationships, life and death, good and evil, and human rights.	Explain how the understanding of issues (marriage, divorce, etc.) are influenced by Christian/Muslim/Humanist belief and teachings.	Apply relevant concepts to topical issues included in relationships, life and death, good and evil, and human rights. (I.e., abortion, capital punishment, evolution)	Use religious and non-religious teachings to produce a well-developed argument 'for' AND 'against'. Support views with religious and non-religious sources or authority.
Year 12 and 13	Utilise specialist language and terminology to reflect on, select and apply specified knowledge. Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs.	Understand religious, philosophical and/or ethical thought and teaching. Explain influence of beliefs, teachings and practices on individuals, communities and societies. Identify cause and significance of similarities and differences in belief, teaching and practice.	Identify, investigate and critically analyse questions, arguments, ideas and issues arising from the chosen approaches. Critically analyse and evaluate the views and arguments of scholars/academics. Analyse the nature of connections between the various elements of their course of study.	Evaluate critically religious concepts, texts and other sources. Engage in debate in a way that recognises the right of others to hold a different view.

Implementation – Content

EYFS	Christianity and Judaism What makes people special?	Christianity What is Christmas? Christian concept: Incarnation	Islam and Judaism How do people celebrate?	Christianity What is Easter? Christian concept: Salvation	Christianity, Islam, Hinduism and Sikhism What can we learn from stories?	Christianity, Islam and Judaism What makes people special?
Year 1	Christianity (Humanism perspective can be linked if appropriate) Does God want Christians to look after the world? Theme: Creation Story Concept: God/Creation	Christianity What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Theme: Christmas Concept: Incarnation	Christianity Was it always easy for Jesus to show friendship? Theme: Jesus as a friend Concept: Incarnation	Christianity Why was Jesus welcomed like a king or celebrity on Palm Sunday? Theme: Easter – Palm Sunday Concept: Salvation	Judaism Is Shabbat important to Jewish children? Theme: Shabbat	Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Theme: Rosh Hashanah and Yom Kippur
Year 2	Christianity (Humanism perspective can be linked if appropriate) Is it possible to be kind to everyone all of the time? Theme: What did Jesus teach? Concept: Gospel	Christianity Why do Christians believe God gave Jesus to the world? Theme: Christmas – Jesus as gift from God Concept: Incarnation	Judaism How important is it for Jewish people to do what God asks them to do? Theme: Passover OR Islam Does praying at regular intervals help a Muslim in his/her everyday life? Theme: Prayer at home	Christianity How important is it to Christians that Jesus came back to life after his crucifixion? Theme: Easter – Resurrection Concept: Salvation	Judaism How special is the relationship Jews have with God? Theme: The Covenant OR Islam Does going to a mosque give Muslims a sense of belonging? Theme: Community and belonging	Judaism (Humanism perspective can be linked if appropriate) What is the best way for a Jew to show commitment to God? Theme: Rites of Passage and good works OR Islam Does completing Hajj make a person a better Muslim? Theme: Hajj
Year 3	Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Theme: Diwali OR Sikhism Does joining the Khalsa make a person a better Sikh? Theme: The Amrit Ceremony and the Khalsa	Christianity Has Christmas lost its true meaning? Theme: Christmas Concept: Incarnation	Christianity Could Jesus really heal people? Were these miracles or is there some other explanation? Theme: Jesus miracles Concept: Incarnation	Christianity What is "good" about Good Friday? Theme: Easter – Forgiveness Concept: Salvation	Hinduism How can Brahman be everywhere and in everything? Theme: Hindu beliefs OR Sikhism (Humanism perspective can be linked if appropriate) Do Sikhs think it is important to share? Theme: Sharing and community	Hinduism Would visiting the River Ganges feel special to a non-Hindu? Theme: Pilgrimage to the River Ganges OR Sikhism (Humanism perspective can be linked if appropriate) What is the best way for a Sikh to show commitment to God? Theme: Prayer and worship
Year 4	Judaism How special relationship is the relationship Jews have with God? Theme: Beliefs and practises OR Buddhism (Humanism perspective can be linked if appropriate) Is it possible for everyone to be happy? Theme: Buddha's teachings	Christianity What is the most significant part of the nativity story for Christians today? Theme: Christmas Concept: Incarnation	Judaism How important is it for Jewish people to do what God asks them to do? Theme: Passover OR Buddhism Can the Buddha's teachings make the world a better place? Theme: The 8-fold path	Christianity Is forgiveness always possible for Christians? Theme: Easter Concept: Salvation	Judaism (Humanism perspective can be linked if appropriate) What is the best way for a Jew to show commitment to God? Theme: Rites of Passage and good works OR Buddhism What is the best way for a Buddhist to lead a good life? Theme: The 8-fold path	Christianity Do people need to go to church to show they are Christians? Theme: Prayer and worship
Year 5	Sikhism How far would a Sikh go for his/her religion? Theme: Belief into action OR Hinduism What is the best way for a Hindu to show commitment to God? Theme: Prayer and worship	Christianity Is the Christmas story true? Theme: Christmas Concept: Incarnation	Sikhism Are Sikh stories important today? Theme: Beliefs and moral values OR Hinduism How can Brahman be everywhere and in everything? Theme: Hindu beliefs	Christianity How significant is it for Christians to believe God intend Jesus to die? Theme: Easter Concept: Salvation	Sikhism What is the best way for a Sikh to show commitment to God? Theme: Prayer and worship OR Hinduism (Humanism can be linked if appropriate) Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives? Theme: Hinduism	Christianity (Humanism perspective can be linked if appropriate) What is the best way for Christian to show commitment to God? Theme: Beliefs and practices
Year 6	Islam (Humanism perspective can be linked if appropriate) What is the best way for a Muslim to show commitment to God? Theme: Beliefs and practices	Christianity How significant is it that Mary is Jesus' mother? Theme: Christmas Concept: Incarnation OR Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Theme: Christmas Concept: Incarnation	Christianity Is anything ever eternal? Theme: Beliefs and meaning Concept: Salvation	Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? Theme: Easter Concept: Gospel	Islam Does belief in Akhira (life after death) help Muslims lead good lives?	Theme: Beliefs and moral values
Year 7	Comparative Religions What makes a religion?	Symbols How do symbols represent religious beliefs and teachings?	Religious Figures How has religion influenced world leaders? How have these world leaders impacted the modern world?	Pilgrimages Why do religious believers go on pilgrimages?	Holy Books What are the teachings and beliefs written in holy books? How do holy books influence religious communities?	Worship How do religious believers' worship? Why are places of worship important for religious communities?
Year 8	Buddhism What are the beliefs and teachings in Buddhism? How do Buddhists practice their religion in the modern world?	Religion in the Media How is religion portrayed in the Media? How can the media prevent prejudice and discrimination of religious communities?	Hinduism What are the beliefs and teachings in Hinduism? How do Hindus practice their religion in the modern world?	Ethics What influences an individual's concept of morality? What are religious responses to ethical issues?	Sikhism What are the beliefs and teachings in Sikhism? How do Sikhs practice their religion in the modern world?	Punishment and Suffering What are the different aims of punishment and suffering? What are religious and non-religious view on punishment and suffering?
Year 9	Israel Palestinian Conflict What are the events that contributed to the Israel and Palestine conflict? How does the conflict impact Israeli and Palestinian citizens in the 21 st century?	Judaism What are the beliefs and teachings in Judaism? How do Jewish believers practice their religion in the modern world?	Holocaust How were Jews discriminated during the Holocaust? How did the Holocaust impact Jewish believers?	Christianity What are the beliefs and teachings in Christianity? How do Christians practice their religion in the modern world?	Philosophy What are the different philosophical theories that have helped shaped the modern world? What are the strengths and weaknesses of philosophical theories?	Islam What are the beliefs and teachings in Islam? How do Muslims practice their religion in the modern world?
Year 10	Christianity Beliefs, Teachings and Practices What are key Christian beliefs and teachings? How do Christians practise their religion?			Islam Beliefs, Teachings and Practices What are key Islamic beliefs and teachings? How do Muslims practise their religion?		
Year 11	Philosophy and Ethics: Issues of Relationships What are the different issues surrounding adultery, divorce, contraception, and gender equality? What are religious and non-religious views towards adultery, divorce, contraception, and gender equality?		Philosophy and Ethics: Issues of Life and Death What are the different issues surrounding the afterlife, euthanasia, evolution, and abortion? What are religious and non-religious views towards afterlife, euthanasia, evolution, and abortion?		Philosophy and Ethics: Issues of Good and Evil What are the different issues surrounding forgiveness, free will, punishment, and suffering? What are religious and non-religious views towards forgiveness, free will, punishment, and suffering?	
Year 12	Philosophy of religion What are the different arguments for the existence of God? What are responses to evil and suffering? What is the influence of religious experience and their value for religious faith? What are the issues of religious language? What are the different understandings of miracles? What is the nature and existence of self and life after death?			Ethics and religion What are normative ethical theories? How do ethical theories respond to of human life and death? How do ethical theories respond to issues of animal life and death? What are the different theories of meta-ethics? What are the arguments for and against individuals having free will and moral responsibility? What are the social, psychological, and religious influences on the conscience? What are the key features of Bentham and Kant's theories?		
Year 13	Study of Christianity What are the sources of wisdom and authority in Christianity? What are Christian teachings about God? What is the meaning and purpose of self and life after death? What are Christian teachings of good conduct and key moral principles? How do Christians express their religious identity?		The dialogue between philosophy of religion and religion What is the dialogue between Christianity and philosophy? What are Christian views on philosophical concepts such as God, self, death and the afterlife, religious experience, scientific discourses, and miracles?		The dialogue between ethical studies and religion What are Christian views towards gender and sexuality? What are Christian views towards science? What are Christian views towards the challenge of secularism? What are Christian views towards migration and religious pluralism?	

Implementation – GCSE Religious Studies (Eduqas)

Component title	Content Overview	
<p>Religious, Philosophical and Ethical studies</p> <p>50%</p> <p>2 hours written paper</p>	<p><u>Theme 1: Relationships</u></p> <ul style="list-style-type: none"> · Adultery · Divorce · Contraception · Gender equality <p><u>Theme 3: Good and Evil</u></p> <ul style="list-style-type: none"> · Forgiveness · Free will · Punishment · Suffering 	<p><u>Theme 2: Life and Death</u></p> <ul style="list-style-type: none"> · Afterlife · Euthanasia · Evolution · Abortion <p><u>Theme 4: Human Rights</u></p> <ul style="list-style-type: none"> · Censorship · Discrimination · Extremism · Poverty
<p>Study of Christianity</p> <p>25%</p> <p>1 hour written paper</p>	<ul style="list-style-type: none"> · The nature of God · Creation · Jesus Christ · Salvation 	<ul style="list-style-type: none"> · The afterlife · Forms of worship · Sacraments · Pilgrimage
<p>Study of Islam (or another religion)</p> <p>25%</p> <p>1 hour written paper</p>	<ul style="list-style-type: none"> · Nature of Allah · Prophet hood · Angels 	<ul style="list-style-type: none"> · Akhirah · The five pillars · Jihad

Implementation – A-Level Religious Studies (AQA)

Component Title	Content Overview
<p>Philosophy of religion / Ethics and Religion 3 hour written paper 50%</p>	<p><u>Section A: Philosophy of religion</u> Arguments for the existence of God Evil and suffering Religious experience Religious language Miracles Self and life after death</p> <p><u>Section B: Ethics and religion</u> Ethical theories Issues of human life and death Issues of animal life and death Introduction to meta-ethics Free will and moral responsibility Conscience Bentham and Kant</p>
<p>Study of religion 3 hour written paper 50%</p>	<p><u>Section A: Study of religion: Christianity</u> Sources of wisdom and authority God/gods/ultimate reality Self, death and the afterlife Good conduct and key moral principles Expression of religious identity Religion, gender and sexuality Religion and science Religion and secularisation Religion and religious pluralism</p> <p><u>Section B: The dialogue between philosophy of religion and religion</u> How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.</p> <p><u>Section C: The dialogue between ethical studies and religion.</u> How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Understanding of content and development of skills is tracked and monitored and future learning planned accordingly.

Secondary section teachers complete class feedback logs in order to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10, Year 11 and Year 12 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Religious Studies department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.