

ASA RE Department

About us?

Director of Learning RE - Miss Reed
Second in Department - Miss Ward
Mrs Larvin-Smith
Miss Smith
Mr Coleman
Mr Risebury
Miss Moss
Miss Calpin
Mrs Russell

At Archbishop Sentamu Academy students will be able to progress as they experience a broad and knowledge rich understanding of religion and philosophy. The students will have an in-depth and secure knowledge and understanding of Christianity. Being able to apply this knowledge throughout their lives will mean they can go on and live life to all its fullness.

Our lessons?

All of our lessons here at ASA are; planned to a high standard, presented in a consistent format (ASA Learning Cycle), conscious of the relationship between substantive and disciplinary knowledge and how students learn best over time. Teachers are proactive in providing a positive learning environment to enable **ALL** students to succeed and to show the best versions of themselves at all times.

Areas for development?

To implement and embed an ambitious curriculum and assessment, in RE, effectively and consistently.

To enable students to work independently through the (ILZ) Independent Learning Zone, To improve students' disciplinary literacy in RE. To ensure that provision for students with SEND and DISADVANTAGED is effectively implemented in RE.

Our ambitious and inspiring curriculum for all?

KS3 - RE follows the Leeds and York Diocese syllabus guidance, our spiral curriculum ensures students revisit our golden threads (Identity, Community, Ethics, God, Rituals) which allows students to make connections in what they are learning making it easier to recall their learning. We use Understanding Christianity units from NATRE to ensure we have over 50% curriculum time on Christianity. KS3 is 2 hours a week and KS4 is 5 hours over a fortnight. Ethics, Humanism and Six major world religions will also be studied across the curriculum.

KS4 - Eduqas GCSE Religious Studies

Paper 1: Philosophy and Ethics (Issues of Relationships, Issues of Life and Death, Issues of Good and Evil, Issues of Human rights) Paper 2: Christianity Beliefs and Practices Paper 3: Islam Beliefs and Practices

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Marking and feedback?

Students will experience a variety of methods in terms of marking and feedback. Firstly, teachers will circulate around the classroom several times per lesson, checking on basic understanding and correcting any misconceptions. Additionally, students will 'peer assess' their own 'knowledge recall' task at the beginning of each lesson. In addition to this students will also receive a more in depth mark of an extended written assessment once per half term. This will be followed by a 'Feedback & DIRT' (Directed Improvement and Reflection Time) lesson to allow students to reflect on their achievements, and respond to teacher marking and comments. Finally, across both Key Stages pupils will be formally assessed in KS3 'Endpoint Assessments' and KS4 PPEs, again these are followed by 'Feedback & DIRT' lessons.

Curriculum enrichment?

The RE Department are proud to offer an exciting enrichment programme:

KS3- Prayer Space visits to the chapel

*KS4 -
Prayer Spaces visits to the chapel
Outside speakers from different world views*

Intervention?

The RE Department offer a range of interventions. These include;

- Weekly SPS & 'Lesson 6' sessions.
- Half termly holiday revision sessions.
- Exam Breakfasts and Exam Masterclasses

Home learning?

At KS3 we set homework were appropriate in the curriculum, based on the progress made in class, to allow students to be able to complete homework independently.

At KS4 students are expectation to complete one 'current topic' homework and one revision homework per week.

Quality assurance?

The RE department is constantly evaluating the quality of teaching and learning to ensure that students make the best progress they possibly can. Regular monitoring of the quality of classroom practice to ensure it is consistent with whole school policies includes:

- Learning observations and walks
- Work scrutiny-book looks
- Pupil Voice
- Department standardisation and moderation of work/assessments