

# Kettlethorpe High School

*'Together, be the best we can be.'*

*Present*

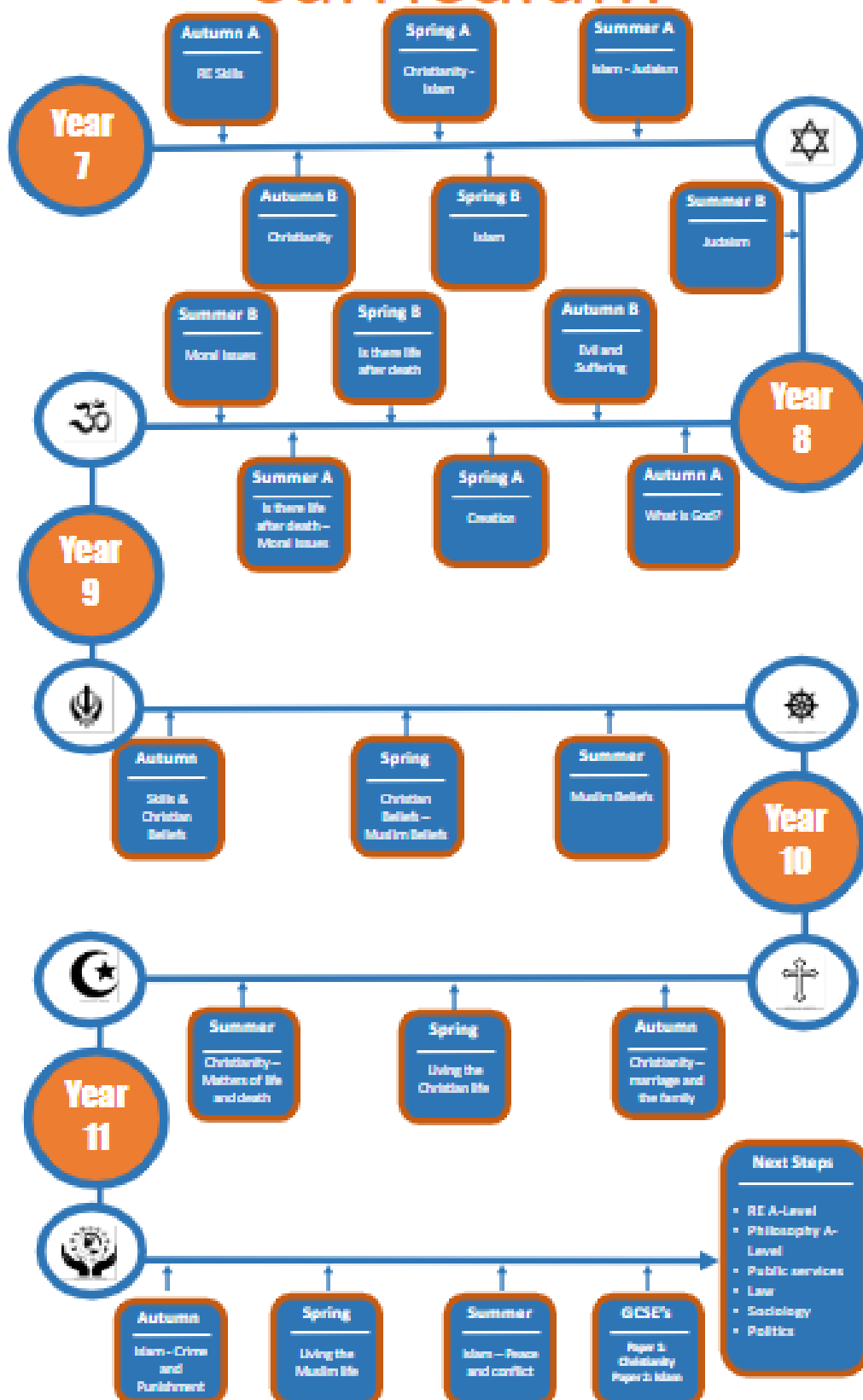
*Achieving*

*Excelling*

## RE Curriculum

Subject Quote	<p>"Whatever any individual's personal religious beliefs may be, or even if there is some antagonism towards religion, it is difficult for anyone to deny that religions have had considerable impact on societies on all continents. That is why Religious Education should be a key component in the development of our children"</p> <p><b>Professor John R. Hinnells</b></p>	
Curriculum Summary	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in RE. <b>In RE, we believe that throughout the five-year journey the curriculum underpins core British values, especially those of religious inclusion and tolerance.</b> In RE, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p>	
	<table><tbody><tr><td><ul style="list-style-type: none"><li>• Broad and Balanced</li><li>• Engaging</li><li>• Personalised</li><li>• Transformational</li></ul></td><td><ul style="list-style-type: none"><li>• Inclusive</li><li>• Aspirational</li><li>• Values-Based</li></ul></td></tr></tbody></table>	<ul style="list-style-type: none"><li>• Broad and Balanced</li><li>• Engaging</li><li>• Personalised</li><li>• Transformational</li></ul>
<ul style="list-style-type: none"><li>• Broad and Balanced</li><li>• Engaging</li><li>• Personalised</li><li>• Transformational</li></ul>	<ul style="list-style-type: none"><li>• Inclusive</li><li>• Aspirational</li><li>• Values-Based</li></ul>	
Links to Life and Future Destinations (Careers)	<p>In particular, Religious Education serves as an excellent foundation for jobs that require relating to others, reaching out to them, building bridges, or incorporating many perspectives at once. Outside of religion, you still have many career options because of the transferable skills you're able to gain as a result of your studies. These careers include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Addictions Counsellor / Anthropologist / Blogger / Child Care Worker / Customer Service Representative / Diplomat / International Aid Worker / International Development Project Director / Journalist / Lobbyist / Media Manager / Paralegal / Probation Officer / Police officer / Political Scientist / Primary School Teacher / Sales Representative / Secondary School Teacher</li></ul>	

# RE curriculum



# RE – Curriculum Overview

The RE department firmly believes that the study of RE is the study of understanding people, their beliefs and their actions. This understanding is vital for pupils in both the school community, the wider community and in their future lives and careers. It is vital that pupils develop both knowledge and understanding, but also critical thinking skills on key issues connected to beliefs, spirituality and morality.

RE is a discourse of religious and non-religious traditions in Great Britain and the world, which requires religious education which is intellectually challenging and personally enriching. It allows pupils to see religion and non-religion in the world and make sense of their own place within it. RE is open minded, all views will be listened to, but may be contested. The aim is not to change views, but to allow pupils to discover ways to justify their views, and to challenge any misconceptions. RE is not coercive, it does not endorse. It is a rigorous enquiry using a range of academic disciplines into the substance of key life questions and the way religious views manifest themselves in our communities today.

Within the learning journey in RE pupils are developing transferable skills for other curriculum subjects, as well as key life skills. Pupils are learning to develop their critical thinking on issues and on religion, and importantly they are learning how to evaluate people's reasons for a particular set of beliefs. We use a range of different pedagogies within the subject to develop these skills, including literacy and oracy based work. In RE we believe in the inclusivity of our curriculum offer. We teach all pupils in Year 7 and 8 and those who opt to continue RS in Year 9, 10 and 11. Our option groups have a balanced mix of pupils from a PP and SEND background.

RE is delivered through two fully qualified RE teachers, and two non-specialists, both of whom have taught RE at KHS previously. JWY and CMI are both on hand to offer our help and support to these teachers. Predominantly this is through a well-planned and resourced curriculum that enables pupils to have quality RE lessons. The curriculum design is so that all pupils are doing the same topic at the same time, but there is great flexibility for individual teaching styles.



Unit 1 - Skills	Unit 2 - Christianity	Unit 3 - Islam	Unit 4 - Judaism
<p><b>Curriculum Content</b> This unit is to prepare pupils to be successful in RE. We will start by learning correct terminology to use in RE, look at how to use sources of wisdom and authority and look at questioning skills such as explain and evaluate.</p> <p><b>Prior learning</b> KS2 Christianity and Islam as well as basic knowledge on other major world religions.</p>	<p><b>Curriculum Content</b> Pupils will spend time learning the key beliefs and practices within Christianity. Pupils will study the life of Jesus, salvation, forms of worship, the Bible and the Eucharist.</p> <p><b>Prior learning</b> KS2 Christianity Y7 Unit 1</p>	<p><b>Curriculum Content</b> Pupils will spend time learning the key beliefs and practices within Islam. Pupils will study the life of Muhammad, the 5 Pillars of Islam, prayer, the Qur'an and the festival of Eid-ul-adha.</p> <p><b>Prior learning</b> KS2 Islam Y7 Unit 1</p>	<p><b>Curriculum Content</b> Pupils will spend time learning the key beliefs and practices within Judaism. Pupils will independently learn about the Torah, Passover, Jewish prayer and dress, Kosher food, Shabbat and bar/bat mitzvah.</p> <p><b>Prior learning</b> KS2 Judaism Y7 Unit 1</p>

Curriculum content Year 7



Unit 1 – What is God?	Unit 2 - Where did the world come from?	Unit 3 – is there life after death?	Unit 4 - Moral issues
<p><b>Curriculum Content</b> In this unit pupils will explore the question of what is God, does God exist and the problem of evil and suffering. Whilst we will look at these issues from a number of faiths, we will particularly focus on Christianity and Islam.</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 2 Y7 Unit 3</p>	<p><b>Curriculum Content</b> In this unit of work pupils will explore the question of where did the world (and humans) come from. We will look at the Abrahamic traditions on creation, Hindu creation stories and look at what science says about the Big Bang and evolution.</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 2</p>	<p><b>Curriculum Content</b> In this unit pupils will explore the question of what happens to us when we die. We will look at non-religious beliefs in life after death as well as beliefs in Christianity, Islam, Judaism, Hinduism and Buddhism.</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 2 Y7 Unit 3 Y7 Unit 4</p>	<p><b>Curriculum Content</b> In this unit pupils will explore the question of how we make moral decisions and what religions have to say on a number of moral issues. We will look at each of the issues from a range of faith traditions. We will discuss the issues of abortion, euthanasia, the death penalty and animal rights, amongst others.</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 2 Y7 Unit 3 Y7 Unit 4</p>

## Curriculum content Year 8



Unit 1 – Key Christian Beliefs	Unit 2 – Skills	Unit 3 – Key Muslim Beliefs
<p><b>Curriculum Content</b> Pupils will build on the knowledge of Christianity from Year 7 and 8. Pupils will study topics of the Trinity, creation, the incarnation, the last days of Jesus life, salvation, eschatology, the problem of evil and suffering and the solutions to the problem of evil and suffering.</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 2 Y8 Unit 1 Y8 Unit 2 Y8 Unit 3</p>	<p><b>Curriculum Content</b> Pupils will revisit the key skills unit from Year 7 RE (Unit 1). We will build on the skills of outlining, explaining and evaluation. These skills are revisited with each topic in Year 9, with a specific focus on the use of quotes and evaluating arguments.</p> <p><b>Prior learning</b> Y7 Unit 1</p>	<p><b>Curriculum Content</b> Pupils will build on the knowledge of Islam from Year 7 and 8. Pupils will study topics of the six beliefs, the five roots, the nature of Allah, <u>Risalah</u> (prophets), Muslim holy books, Malaikah (angels), al-qadr (fate) and Akirah (life after death).</p> <p><b>Prior learning</b> Y7 Unit 1 Y7 Unit 3 Y8 Unit 1 Y8 Unit 2 Y8 Unit 3</p>

## Curriculum content Year 9



Unit 1 – Marriage and the Family	Unit 2 – Living the Christian Life	Unit 3 – Matters of Life and Death
<p><b>Curriculum Content</b> Pupils will build on the knowledge of Christianity from Year 7, 8 and 9. Pupils will study topics of marriage, sexual relationships, families, support for families in the local parish, family planning, divorce and remarriage, equality of men and women in the family and Gender prejudice and discrimination.</p> <p><b>Prior learning</b> Y7 Unit 2 Y8 Unit 4 Y9 Unit 1 Y9 Unit 2</p>	<p><b>Curriculum Content</b> Pupils will build on the knowledge of Christianity from Year 7, 8 and 9. Pupils will study topics of worship, sacraments, prayer, pilgrimage, celebrations, the future of the Church, the importance of the local church and the worldwide Church.</p> <p><b>Prior learning</b> Y7 Unit 2 Y9 Unit 1 Y9 Unit 2 Y10 Unit 1</p>	<p><b>Curriculum Content</b> Pupils will build on the knowledge of Christianity from Year 7, 8 and 9. Pupils will study topics of origins of the universe, sanctity of life, origins and value of human life, abortion, death and the afterlife, non-religious arguments against life after death, euthanasia and the Natural world.</p> <p><b>Prior learning</b> Y7 Unit 2 Y8 Unit 1, 2, 3 and 4 Y9 Unit 1 and 2 Y10 Unit 1 and 2</p>

## Curriculum content Year 10



Unit 1 – Crime and Punishment	Unit 2 – Living the Muslim Life	Unit 3 – Peace and Conflict
<p><b>Curriculum Content</b> Pupils will build on the knowledge of Islam from Year 7, 8 and 9. Pupils will study topics of justice, crime, good, evil and suffering, attitudes to punishment, the aims of punishment, forgiveness, treatment of criminals, and the death penalty.</p> <p><b>Prior learning</b> Y7 Unit 3 Y8 Unit 1 Y8 Unit 4 Y9 Unit 2 Y9 Unit</p>	<p><b>Curriculum Content</b> Pupils will build on the knowledge of Islam from Year 7, 8 and 9. Pupils will study topics of the 10 obligatory acts, shahadah, salah, sawm, zakah and khums, hajj, jihad and celebrations and commemorations.</p> <p><b>Prior learning</b> Y7 Unit 3 Y9 Unit 2 Y9 Unit Y11 Unit 1Y11 Unit 2</p>	<p><b>Curriculum Content</b> Pupils will build on the knowledge of Islam from Year 7, 8 and 9. Pupils will study topics of peace, peace making, attitudes to conflict, pacifism, Just War theory, Holy War, weapons of mass destruction and issues surrounding conflict.</p> <p><b>Prior learning</b> Y7 Unit 3 Y8 Unit 3 Y8 Unit 4 Y9 Unit 2 Y9 Unit Y11 Unit 1 Y11 Unit 2</p>

## Curriculum content Year 11

# RE – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
The whole of the RE curriculum is based around social, moral, spiritual and cultural development. We look in depth at the two most subscribed to religions within both the United Kingdom and the Kettlethorpe High School community. Each lesson will touch on one or more aspects of SMSC. The curriculum content as outlined above shows the units that we study. As stated within each lesson we are looking at how spiritual beliefs and cultural identity can effect the moral and social norms of both believers and those who do not believe.				
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
Pupils are given opportunity to develop skills and reflection of self. Reflection takes place within the lesson following an assessment, pupils purple pen corrections and use the purple zone help sheet to support. Reflection takes place again on the worksheet once the pupil has feedback and grade as a guide. Assessments take place after each module, which are roughly 4 lessons in total.		Pupils are regularly completing practice questions and at least every other week are asked to reflect upon and improve their work. Every year they complete at least 2 end of unit assessments and a PPE (Y10 & Y11) where they reflect and develop their skills further.		
Pupils across both key stages are encouraged to develop independence in their studies through regular red zone activities				
Numeracy				
Year 7	Year 8	Year 9	Year 10	Year 11
Venn Diagrams Chronology Bible references Qur'an references Addition	Bible references Qur'an references Venn Diagrams Addition	Bible references Qur'an references Statistics Addition	Bible references Qur'an references Addition Statistics	Bible references Qur'an references Addition Statistics / crime figures
Cultural Capital				
Year 7	Year 8	Year 9	Year 10	Year 11
The whole of the RE curriculum is designed to reflect and teach the culture of both religions and religions living within the United Kingdom. Protected characteristics are discussed as a matter of course. We have designed the curriculum to develop, promote and embed a culture of respect and understanding of those of faith and those without faith.				
Substantive Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
Skills Christianity Islam Judaism	What is God? Where did the world come from? Is there life after death? Moral issues.	Christian Beliefs Muslim Beliefs	Christianity; <ul style="list-style-type: none"><li>Marriage and the family.</li><li>Living the Christian life</li><li>Matters of life and death.</li></ul>	Islam; <ul style="list-style-type: none"><li>Crime and punishment</li><li>Living the Muslim life.</li><li>Peace and conflict.</li></ul>
Disciplinary Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
Knowledge of Christian, Muslim and Jewish beliefs as well as an understanding of how faith can impact beliefs about God, creation, life after death and morality. Pupils also need to be able to show an understanding of the above and evaluate the pro's and cons of statements related to areas of study.		In depth knowledge of Christianity and Islam and the impact of those beliefs on key issues, as outlined above. AO1 = knowledge based assessment questions (as outlined below). AO2 = understanding and evaluation based questions (as outlined below).		
Subject-specific Skills				
Year 7	Year 8	Year 9	Year 10	Year 11

We assess KS3 using the same assessment objectives as in the GCSE. We assess AO1 on knowledge and understanding. These are in the form of (a) questions which ask pupils to outline – give knowledge only answers. (b) questions which are explain questions and require pupils to give knowledge and show their understanding of the knowledge. (c) questions are also explain, so require knowledge and demonstration of understanding, however they also require the use of a source of wisdom and authority for a given religion. AO2 is assessed on evaluation. (d) questions give pupils a statement which they are to evaluate in light of different religions points of view and/or non-religious or ethical points of view. Pupils are also expected to reach a justified conclusion.

### British Values

Year 7	Year 8	Year 9	Year 10	Year 11
The whole purpose of religious education is to promote the mutual respect, and tolerance of those with different faiths and beliefs. Every lesson is planned to increase individual understanding and respect of the beliefs of those around them, including those who have no belief. Specifically in Year 11 we look at a unit on crime and punishment where we study Human Rights, the British legal system and why adherence to the rule of law is important to and for all.				

### Life Skills

Year 7	Year 8	Year 9	Year 10	Year 11
Within all topics throughout each year, we build upon and develop the concepts of; empathy – accepting difference, critical thinking, self-awareness, creative thinking, decision making and communication.				

### Careers

Year 7	Year 8	Year 9	Year 10	Year 11
PIXL Futures Introduction to RE lesson 1 Importance of religious education and future careers	PIXL Futures Guided destinations information skills linked to future careers	PIXL Futures Lessons are introduced with an overview of the skills and opportunities that studying RE provides.	Links to future study Resources are provided to enable pupils to access A-Level religion and philosophy and a discussion is made with pupils to the benefits of continuing their studies in the subject.	

### Literacy

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Reading =</b> Use of holy texts from Christianity and Islam.  Use of subject specific textbooks	<b>Reading =</b> Use of holy texts from Christianity, Judaism, Islam, Hinduism and Buddhism. Use of subject specific textbooks	<b>Reading =</b> Use of holy texts from Christianity and Islam. Use of subject specific textbooks	<b>Reading =</b> Use of holy texts from Christianity. Use of subject specific textbooks	<b>Reading =</b> Use of holy texts from Islam. Use of subject specific textbooks
<b>Writing =</b> Pupils complete skills questions a, b, c and d through each SOW and in all but one assessment.	<b>Writing =</b> Pupils complete skills questions a, b, c and d through each SOW and in all but one assessment.	<b>Writing =</b> Pupils complete skills questions a, b, c and d through each topic (8 topics per unit) and in all assessment.	<b>Writing =</b> Pupils complete GCSE questions a, b, c and d through each topic (8 topics per unit) and in all assessment.	<b>Writing =</b> Pupils complete GCSE questions a, b, c and d through each topic (8 topics per unit) and in all assessment.
<b>Speaking and listening =</b> Discussion in small groups around religious concepts and ideas. Pupil's feedback into wider whole class discussions.	<b>Speaking and listening =</b> Discussion in small groups around religious concepts and ideas. Pupil's feedback into wider whole class discussions.	<b>Speaking and listening =</b> Most discussions are unplanned in Y9-11 as they are naturally generated from the topics being studied. Pupils semi-regularly do class presentations to the rest of the groups on certain issues / topics.	<b>Speaking and listening =</b> Most discussions are unplanned in Y9-11 as they are naturally generated from the topics being studied. Pupils semi-regularly do class presentations to the rest of the groups on certain issues / topics.	<b>Speaking and listening =</b> Most discussions are unplanned in Y9-11 as they are naturally generated from the topics being studied. Pupils semi-regularly do class presentations to the rest of the groups on certain issues / topics.

### Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)

Year 7	Year 8	Year 9	Year 10	Year 11
		Promotion of the Kettlethorpe High school VLE and all the resources on their both for revision and for any missed learning due to absence. GCSEPOD links are available to pupils vis the VLE.		

# RE – KS3 Assessment

## Aims of Assessment in Year 7 & 8

- To provide a balance between knowledge and skills
- Set the foundation for GCSE style questioning to reduce time teaching skills within KS4 and provide more time to engage students in the wider concepts and deepen contextual knowledge
- To give students more confidence when first attempting practice questions within the GCSE
- To assess a wide range of skills in each assessment
- To give students experience of completing an exam paper within history
- Have a uniformed structure which students can use to develop upon targets within their revision that is consistent

## Context

- When starting KS4 RE we spend a considerable amount of curricular time developing the skills needed to successfully answer GCSE questions. By starting this work in Year 7 we hope to capitalise on it in Year 10 and 11.
- We also want to encourage more pupils to take GCSE RS as an option, so making the Year 7 & 8 SOW and assessment more reflective of GCSE should see numbers increase moving forward.
- By creating assessments that involve low and high stake testing it allows access to all abilities but will also stretch and challenge HAPs.

## Assessment

### Low Stakes Testing

- Teacher assessment within books is marked and pupils receive the opportunity to develop/attempt a particular skill, these are highlighted as areas of weakness within the assessment exam, without an impact upon overall report grade. It is also encouraged that students revise mistakes, advice and purple pen review, as these questions are repeated within the end of unit assessment exam.

### High Stakes Testing

- The end of each unit contains an assessment which mirrors part of the assessment's pupils will do at GCSE. These are then graded into steps in line with the Wakefield Agreed Syllabus and the department/school marking and assessment policies.
- Each assessment covers both knowledge and skill. The first section includes multiple choice knowledge-based questions to allow access for all students to gain marks within their assessment.
- There is a range of skills assessed within each paper focused upon questions students struggle with at GCSE (evaluation) as well as more straightforward lighter weighted questions for students to show basic skills / knowledge and continue repetition leading to mastery (inference/key features/consequence)
- Students with needs are catered for; SEN are given extra time if required, access to materials for prompts, use of pen readers or questions or read and answers can be typed as well as targets/advice/support for DP.



## Tracking

- Teacher Tracking – Low and high stakes testing

Track common mistakes and misconceptions that need to be addressed, skills that need to be re-evaluated in lesson or additional homework that needs to be set. Discussions with students/parents of barriers to learning and support needed.

- Department Tracking – High stakes testing

Review of trackers to inform discussions and moderation of report grades. Departmental meeting to moderate issues/discuss focus of learning to improve skills and keep scheme of work relevant.

## Review of new assessment

### Staff

- By creating assessments that focus on both skills and knowledge it is easier to track weaknesses within students and so adapt teaching and learning strategies in subsequent lessons, as well as create more purposeful improvement lessons.
- More focused on exam practice in class as see the purpose in the task (do well in class easier to progress in assessments).

### Pupils (focus upon DP)

- Easier to prepare for – know what is expected
- Range of questions so can gain marks if struggle with a question
- Can see where errors were made and work upon them for next time

## Targets for 2025-26

- Have example answers for each question to assist both students and non-specialist staff to see WAGOLL's that can be used both to complete EBI's and give specific meaningful feedback retrospectively.
- To re-write the current assessments to incorporate both multiple choice, lower stake questions as well as new GCSE style questions.
- Review impact upon GCSE within coming academic years.

# RE – KS4 Assessment

## Aims of Assessment at GCSE

- To provide a balance between knowledge and skills.
- To assess all GCSE skills in line with Pearson Edexcel RE specification covering all assessment objectives.

### Assessment Objectives

Students must:		% In GCSE
<b>AO1</b>	Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> <li>• Beliefs, practices and sources of authority</li> <li>• Influence on individuals, communities and societies</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul>	50
<b>AO2</b>	Analyse and evaluate aspects of religion and belief, including their significance and influence.	50
<b>Total</b>		<b>100%</b>

### Breakdown of Assessment Objectives

Paper*	Assessment Objectives		Total for all Assessment Objectives
	AO1 %	AO2%	
Paper 1: Area of Study 1 – Religion and Ethics	25	25	50
Paper 2: Area of Study 2 – Religion, Peace and Conflict	25	25	50
Paper 3: Area of Study 3 – Religion, Philosophy and Social Justice	25	25	50
<b>Total for GCSE</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

\*Students select two papers from three depending upon their chosen Areas of Study.

- To give regular and consistent exam practice to all students with c and d question practice being used with every topic, and all GCSE question types being assessed in end of unit tests and in PPEs, these build upon the foundation of skills from Year 7, 8 & 9.
- To allow low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.
- Prepare students for the time constraints within the examinations.
- To assess knowledge through factual recall test to check retention as well as teacher assess the level of independent study and quality of revision undertaken.
- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context
<ul style="list-style-type: none"> <li>Pupils have found that the balance between regular low-stake testing and GCSE practice questions has helped them over the course of the two years to prepare for the GCSE examination.</li> <li>The retention of knowledge over longer periods of time were to be assessed as well as during the time to ensure that progress is not lost over the five-year course.</li> </ul>
Assessment
<p><b>Low Stakes Testing</b></p> <ul style="list-style-type: none"> <li>In the lesson following the completion of a topic within each unit knowledge-based testing takes place to inform the RAG sheets in line with PLC checklists and address misconceptions in knowledge.</li> <li>GCSE question practice takes place each week to develop upon skills set. These are teacher assessed with www/ebi comments and pupils are given time in the following lesson to make improvements to them using purple pen.</li> </ul> <p><b>High Stakes Testing</b></p> <ul style="list-style-type: none"> <li>The end of each unit all pupils are given Smith Pro-forma's based on their progress in the unit. Pupils will then be given time to prepare for an end of unit assessment which is graded on GCSE standards.</li> <li>At the end of each year there is a PPE which takes place in class for Year 9 and in the sports hall for Year 10 and 11. This covers all the learning for the year.</li> </ul>
Tracking and Intervention
<p><b>Teacher Tracking</b></p> <ul style="list-style-type: none"> <li>See separate section.</li> <li>Tracking of targets and common misconceptions within the exercise books.</li> <li>Tracking of knowledge tests to inform Smith Pro-formas.</li> </ul> <p><b>Department Tracking</b></p> <ul style="list-style-type: none"> <li>Tracker includes the raw score of assessments to highlight focus of scheme and adapt to needs of the students.</li> <li>SISRA to monitor the performance of groups against targets/focus groups against targets.</li> <li>Student concerns raised and discussed within departmental meetings.</li> </ul> <p><b>Teacher Intervention</b></p> <ul style="list-style-type: none"> <li>Teachers follow intervention strategy sheets with a focus on DP students.</li> <li>Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.</li> <li>Diagnostic marking to inform students of future targets and give opportunities for therapy.</li> <li>Use of teacher emails for persistently absent students / medical absence pupils to still complete assessments at home and benefit from assessment for learning.</li> </ul>

- Easter revision classes.

#### **Targets for 2025-26**

- To use GCSE results to analyse quality and accuracy of marking and amend appropriately.
- Review the success of the Year 10 mock exam once completed.

#### **Schemes of work links**

The following planning documents give an overview of each lesson and a link for each lesson to take you to the correct folder of resources.

[KHS RE Department Mid-term Planning YEAR 7.docx](#)

[Year 7 Alternative Curriculum](#)

[KHS RE Department Mid-term Planning YEAR 8.docx](#)

[KHS RE Planning YEAR 8 Alternative Curriculum.docx](#)

[KHS RE Department Mid-term Planning YEAR 9.docx](#)

[KHS RE Department Mid-term Planning YEAR 10.docx](#)

[KHS RE Department Mid-term Planning YEAR 11.docx](#)