



Faith and Reason

The challenges and opportunities of KS5 Core RE.

Introduction

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Why it is important?

The integration of faith and reason is a distinctive mark of a Catholic school/college.

At its best it is a dialogue – a search for truth

Dialogue combines attention to one's own identity with the understanding of others and respect for diversity.

In this way, the Catholic school becomes “an educating community in which the human person can express themselves and grow in his or her humanity..”

What are the challenges?

What are the opportunities?

- How do Catholic schools and colleges meet the **needs of the students** as well as the **demands of the new inspection framework** when developing a curriculum and **assessment intent** for KS5 RE?
- *Thinking Moves* a metacognitive pedagogy, this approach could be used to help students **engage** with matters of faith and provide a **methodology for assessment**



PAST

FUTURE

PRESENT

Past

*....‘the good school that secures
the virtuous and edifying
congregation’*



Westminster province
Synodical Letter – 1852

Present challenges – the make up of our students at KS5

- **207 schools with sixth forms in England with 45,437 students – 65% of total**
- **Majority of schools have sixth forms with 100-300 students**
- **13 sixth form colleges in England with 28 353 students – 35% total**
- **All but one have over 1, 000 students**
- **6 have over 2, 100**

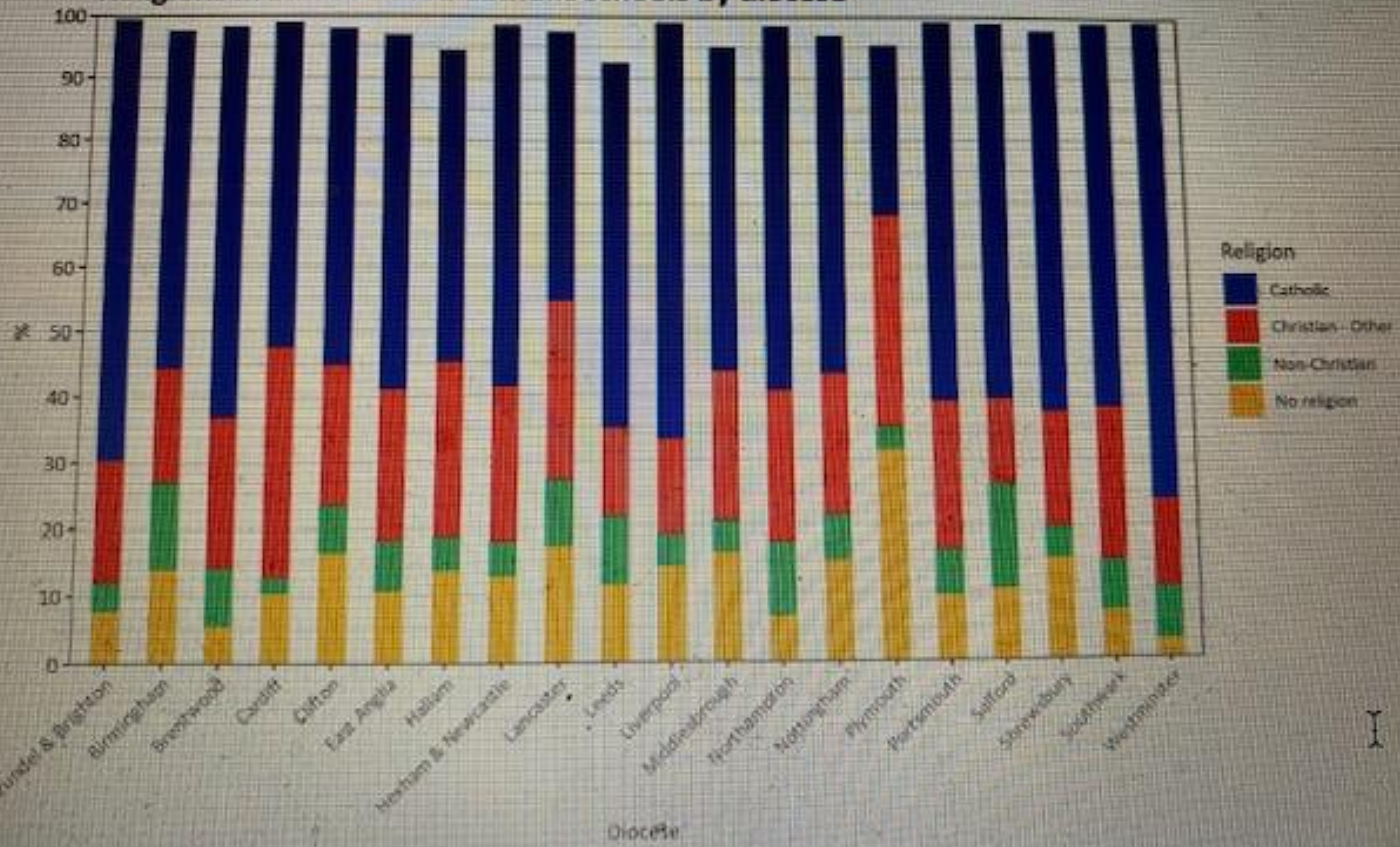
State funded secondaries – 59.6% Catholic

Sixth Form colleges – 28.6% Catholic

Pattern of belief – Catholic-other Christian – no religion – other religion

This varies significantly depending on the dioceses

Religions in state-funded Catholic schools by diocese





Present challenges

- The diversity of our sixth forms
- The new RED Engagement in Core RE - *'poverty of... incomprehension and mistrust'*
- How to assess KS5 Core RE/inspection framework

Why is KS5 different?

It's a time when they are working out who they are, what they believe and what they want to become

16-19 students have a much greater degree of autonomy and choice post 16

Challenges - The RED

Diversity in the starting points, academic ability and experiences of the students

What Core RE should look like varies between different types of sixth form settings

Is it possible to write a KS5 model curriculum that will meet the needs of the different settings?

Opportunities - Subsidiarity

Article 2 - RED - Aims of religious education


to engage in respectful and fruitful dialogue with those whose worldviews differ from their own

to develop the critical faculties so to bring clarity to the relationship between faith and life, between faith and culture

to relate knowledge gained to their understanding of other subjects in the curriculum

A large red circular graphic on the left side of the slide, partially cut off by the edge.

Challenges – engagement in Core RE

- Growth in secularism and utilitarianism
 - Apathy
 - Reluctance and reticence from the students.
 - Attendance
 - Studying topics that are not relevant for their lives and experiences especially anything linked with theology and spirituality
- 
- A decorative purple dashed line graphic in the bottom right corner of the slide.

Opportunities - Engagement

- **Dialogue** with those whose worldviews differ from their own
- **To develop the critical faculties** to understand the relationship between faith and life, between faith and culture
- **Relevance:** To relate knowledge gained to their understanding of other subjects in the curriculum

‘Reason enters into a dialogue with faith’

Assessment in Core RE KS5



1 lesson a week



Assess what and how



What is its purpose?



If we don't assess will the students take it seriously?

Opportunities – Inspection framework

Inspection framework
states there is no need for
a summative assessment

It references creative ways

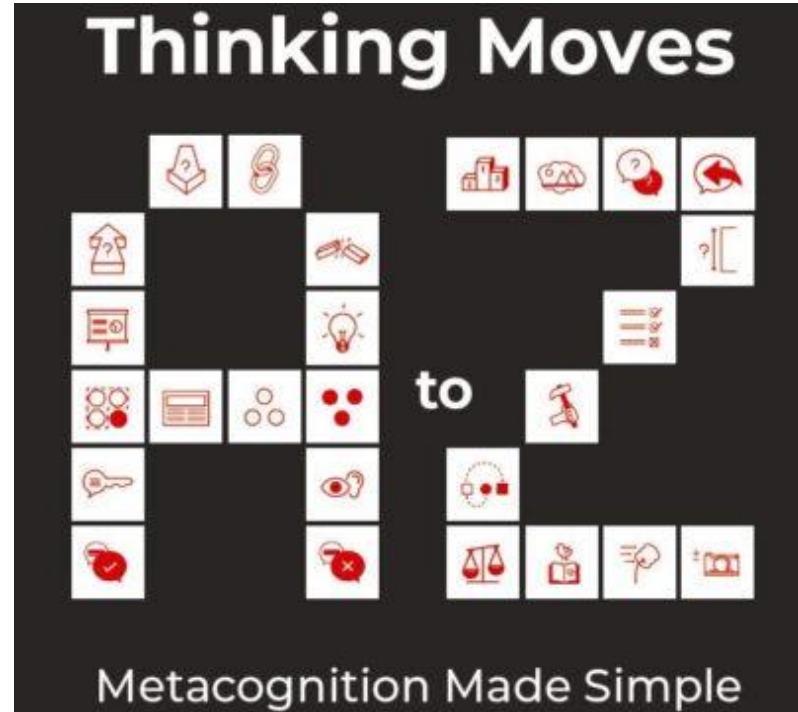
It must be justified and
able to be monitored

Notre Dame's Curriculum Intent

- Philosophy, Theology and Ethics (PTE) provides our students with a high-quality religious education that develops their knowledge and understanding of key issues involved in having a specific faith or worldview, or none at all.
- Credo, which is Latin for 'I believe' is central to our approach. Students will explore, evaluate, understand and reflect on their own and other worldviews.
- Students will develop three ways of knowing:
 - 'Understand' - gain knowledge and understanding
 - 'Discern': analyse and evaluate, judge wisely in response to different interpretations.
 - 'Respond': reflecting with integrity on what has been learnt, considering the implications of actions.
- PTE aims to 'form the human person, equipping them to live life to the full – mind, body and spirit.' **PTE is part of our mission as a Catholic college - It helps our students to be knowledgeable, thoughtful and self-aware, and develop into the person they are meant to be**

Created by Roger Sutcliffe
Published by Dialogue
Works

- Simple
- Memorable
- Complete



DIALOGUE
WORKS



AHEAD



BACK



CONNECT



DIVIDE



EXPLAIN



FORMULATE



GROUP



HEADLINE



INFER



JUSTIFY



KEYWORD



LOOK/LISTEN



MAINTAIN



NEGATE



ORDER



PICTURE

26 ways to interact with information / ideas.



QUESTION



RESPOND



SIZE



TEST



USE



VARY



WEIGH UP



EXEMPLIFY



YIELD

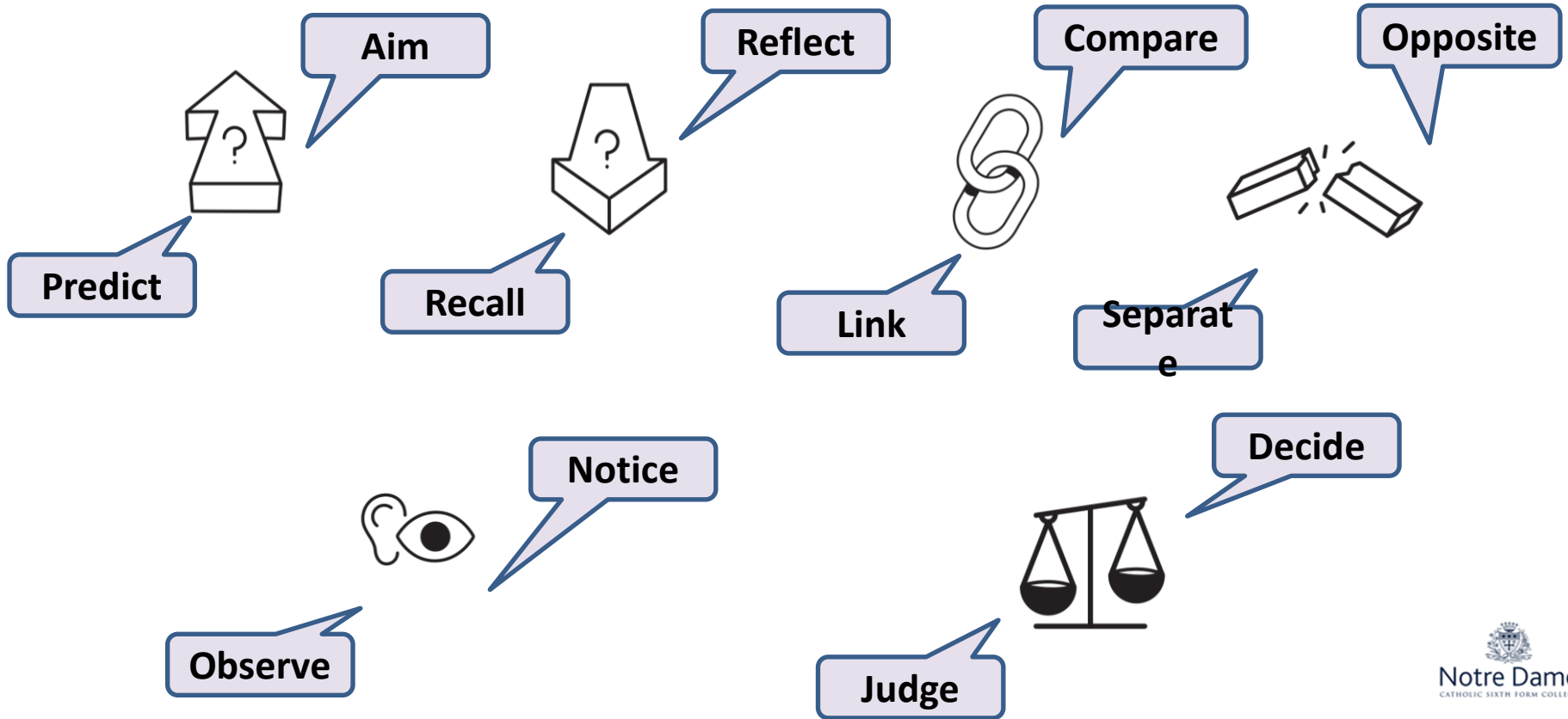


ZOOM



6 important moves

DIALOGUE
WORKS



Coaching questions



**What are the
consequences
of this?**



**What caused
this?**



**What is
same?**



**What is
different?**



**What do
you
have here?**



**What is
important
here?**

In a classroom

The display board is organized into four main sections, each with a green sticky note label:

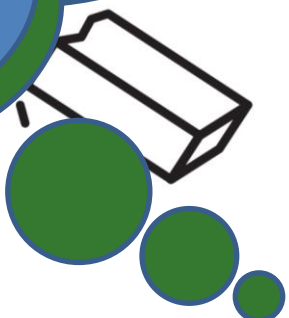
- GATHER INFORMATION:** Includes cards for Listen/look, Back, eXemplify, and Question.
- CHECK PROGRESS:** Includes cards for Explain, Keyword, Headline, and Formulate.
- BUILD CONCEPTS:** Includes cards for Connect, Divide, Group, and Zoom.
- TEST IDEAS:** Includes cards for Ahead, Respond, Test, Vary, Maintain, Negate, Size, and Use.

Each card contains a title, key terms, a central question or prompt, and a small icon. The cards are as follows:

- Listen/look:** notice gather. What do you see/hear/sense? What have you gathered/found out? Attention.
- Back:** remember reflect. What do you recall from...? Let's take time to review. Reflection.
- eXemplify:** give example illustrate. Can you give me an example? Does anyone have a counter-example? Groundedness.
- Question:** ask wonder. What question would you ask this thinker? What does this make you wonder? Inquisitiveness.
- Connect:** link liken. How are x and y related? How are x and Y similar? Assimilation.
- Divide:** separate list. How are x and y different? List the differences. Differentiation.
- Group:** sort class. Can we sort these into groups? How could you class or describe them? Organisation.
- Zoom:** focus on survey. In: What should we focus on now? Out: Let's step back and look at the big picture. Scrutiny Comprehensiveness.
- Explain:** Say how clearly. How do you explain this? Could you clarify what you mean? Clarity.
- Keyword:** highlight pinpoint. What are the key words in the lesson so far? What are the three most important words in this text? Precision.
- Headline:** summarise distill. How could we headline what X just said? Let's summarise/recap the main points... Concision.
- Formulate:** suggest propose. Does anyone have a suggestion? Can you find a way of expressing your idea? Conceptualisation.
- Ahead:** predict aim. What do you think will happen? What are you aiming for? Anticipation.
- Respond:** answer reply. Who has a response to that question? Is that an answer to the question? Responsiveness.
- Maintain:** believe affirm. Who agrees with that statement? Could someone take a position on this? Conviction.
- Negate:** disagree oppose. Does anyone disagree with X says? Does anyone disagree with Y's position? Challenge.
- Weigh up:** decide judge. Let's weigh up the pros and cons for this. So, what has been decided? Judiciousness.
- Infer:** conclude take from. What might we take from the evidence so far? Does anyone have a suggestion? Deduction.
- Justify:** give reason argue. Who has an argument for (doing) that? What reasons could there be for believing that? Rationality.
- Yield:** accept concede. Has anyone changed their mind? What part of their argument can you accept? Flexibility.
- Test:** doubt check. Is there any reason to doubt this claim? Let's check our assumptions first. Scepticism.
- Vary:** change alter. Can we arrange these into a logical sequence? Do we need a plan/flow chart for this? Adaptability.
- Size:** estimate quantify. To what degree? What do we need to quantify this? Sense of proportion.
- Use:** try out apply. Can we put this into practice? Who can see a use for this? Pragmatism.

Listen/Look

**What does this lesson
have to do with me?**





For Christians, how does this story of Jesus link with Lent today?



Pray

Jesus went to the wilderness to pray to his Father

Christians often make a special effort to focus on prayer in lent, particularly asking for forgiveness from God

Fast

Jesus fasted in the desert

Christians often give up a particular food or drink, or sometimes a habit that is unhelpful

Give

Jesus was preparing for his mission of telling people about God's kingdom of love and justice.

Christians make a special effort to make the world more fair by giving to the poor and working for social justice



Zoom out – Can you make links with other faiths or religious practices?



Connect - How many of these 3 activities feels meaningful to you?

Which of these statements fits with a Christian view of Lent?

- A. I will give up something from my 'wants' list, so that someone else can have what they need.**
- B. I am going to give up chocolate for Lent so I can eat it all in one go at Easter.**
- C. I am going to give up chocolate for Lent so I can be more healthy.**
- D. I am going to make an extra effort to spend time in prayer so that I reconnect with God.**

Understand

Discern

Respond

How can we help students do this?

How can we capture them doing it?

- Reco
- W
-
-

view or

- Respond personally to questions that are difficult to answer.
- Show understanding of how beliefs and values inform personal decisions and ways of life.
- Explain differences of belief and ways of life with reference to religious commitments.
- Critically reflect on their own beliefs and ways of life in response to dialogue with others.
- Respond with integrity to personal conclusions about questions of value and meaning.

Respond personally

Explain differences of ways of life

Critically reflect ...in response to dialogue

Respond with integrity



Do any of these fit with your views?

Can you reformulate any, so they fit with your views?

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- D. I am going to make and extra effort to spend time in prayer so that I reconnect with God.**

Assessment – a work in progress

- ***What aspects of the Christian view of Lent fit with your world view?***
- Are there any similarities with how you see the world or practices you try to keep?
- Can you tell me more?
- Can you give me an example?
- What is different to how you see the world?
- What is important here?



Listen/Look

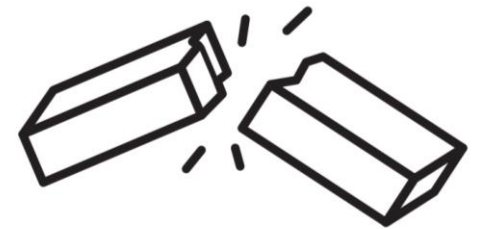
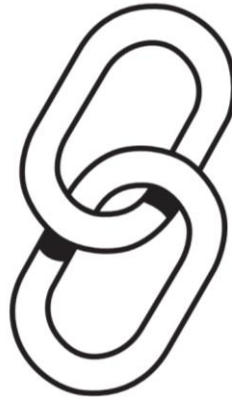
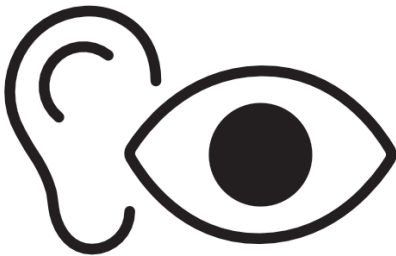
Connect

Divide

Take notice – what is the worldview that is being presented?

Are there any connections with my worldview?

What does not fit with my worldview?





Why it is important?

The integration of faith and reason is a distinctive mark of a Catholic school/college.

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Dialogue combines attention to one's own identity with the understanding of others and respect for diversity.

In this way, the Catholic school becomes “an educating community in which the human person can express themselves and grow in his or her humanity..”

Questions