

RE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Theme: Identity Enquiry Question: "Clothes are the only way to show your identity". Do you agree?</p> <p>What makes a person? Humans Vs. Animals - What makes human unique? Beliefs and Values (incl. 9 Habits) Welcoming Ceremonies (Rites of passage) – Why Welcoming Ceremonies – How.</p>	<p>Theme: Identity Enquiry Question: "Clothes are the only way to show your identity". Do you agree?</p> <p>6) Clothes and Identity – the Hijab, the Turban. 7) Symbols of Belonging – the Crucifix, the Kara, 8) Food and Identity – Halal and Kosher 9) Food and Identity – Hinduism 10) The Big Question</p>	<p>Theme: Community Enquiry Question: "Places of Worship are only for prayer". Do you agree?</p> <p>The Concept of Community On Your Doorstep – Our local community The Gurdwara & The Langar The Synagogue – The Sanctuary and Worship The Synagogue – Purpose and Significance</p>	<p>Theme: Community Enquiry Question: "Places of Worship are only for prayer". Do you agree?</p> <p>6) The Mosque 7) The Mandir 8) The Church 9) Case study: Oasis Church and Hub 10) The Big Question</p>	<p>Theme: Our World Enquiry Question: "The world is simply here for us to enjoy". Do you agree?</p> <p>Our World – The mess we've made Need vs. Greed Stewardship – Beliefs and Teachings Beliefs in Action – Chico Mendes Beliefs in Action – Environmental Charities</p>	<p>Theme: Our World Enquiry Question: "The world is simply here for us to enjoy". Do you agree?</p> <p>6) Animal Rights and Ethics – Does it matter how we treat animals? 7) Animal Rights and Religion I 8) Animal Rights and Religion II 9) Beliefs in Action – Animal Rights Charities 10) The Big Question</p>
Year 8	<p>Theme: Extremism Enquiry Question: "There is no such thing as religious terrorism". Do you agree?</p>	<p>Theme: Extremism Enquiry Question: "There is no such thing as religious terrorism". Do you agree?</p>	<p>Theme: God Enquiry Question: "It is impossible to believe in God when there is so much suffering in the world". Do you agree?</p>	<p>Theme: God Enquiry Question: "It is impossible to believe in God when there is so much suffering in the world". Do you agree?</p>	<p>Theme: Diversity & Equality Enquiry Question: "There is too much inequality in the world for anyone to make a</p>	<p>Theme: Diversity & Equality Enquiry Question: "There is too much inequality in the world for anyone to make a</p>

	<p>What is extremism? Overview, The Law and Modern Britain Causes of Extremism Religious Extremism Right Wing Extremism Radicalisation – What, Why & How</p>	<p>Terrorism in the Modern World History of Terrorism Religious Attitudes to violence and terrorism I Religious Attitudes to violence and terrorism I The Big Question</p>	<p>What is God? Beliefs in God / Demographic of belief Describing God – the Omnis. Reasons for belief – faith, awe and miracles. Nature of God – Islam and Sikhism. Nature of God – Christianity and Judaism</p>	<p>6) Reasons for non-belief – philosophy and logic 7) Reasons for non-belief – science and suffering 8) Belief and Suffering – Christianity and Hinduism 9) Belief and Suffering – Buddhism and Islam 10) The Big Question</p>	<p>difference”. Do you agree? Prejudice, Discrimination and Stereotypes: Overview, The Law and Modern Britain Causes of Prejudice and Discrimination in society Religious and Cultural Diversity and Modern Britain Religious attitudes towards prejudice, discrimination and equality I Beliefs in Action – Martin Luther King</p>	<p>difference”. Do you agree? 6) Religious and Humanist attitudes towards prejudice, discrimination and equality II 7) Beliefs in Action – Malcolm X 8) Gender Equality and Religion 9) Beliefs in Action – Gender Equality 10) The Big Question</p>
<p>Year 9</p>	<p>Theme: Conflict Enquiry Question: “Religious believers should always seek peace”. Do you agree? The Causes of Conflict</p>	<p>Theme: Conflict Enquiry Question: “Religious believers should always seek peace”. Do you agree?</p>	<p>Theme: Forgiveness & Reconciliation Enquiry Question: “Total forgiveness is not possible”. Do you agree?</p>	<p>Theme: Forgiveness & Reconciliation Enquiry Question: “Total forgiveness is not possible”. Do you agree? 6) Religious Attitudes towards</p>	<p>Theme: Medical Ethics Enquiry Question: “Modern medicine plays God and this is a sin”. Do you agree? Sanctity of Life Quality of Life</p>	<p>Theme: Medical Ethics Enquiry Question: “Modern medicine plays God and this is a sin”. Do you agree?</p>

	<p>An uncomfortable relationship – religion and war War and Ethics Case-Study: Palestine I Case-Study: Palestine II</p>	<p>6) Religious attitudes towards peace 7) Pacifism and Conscientious Objection. 8) Beliefs in Action – Muhammad Ali 9) 10) The Big Question</p>	<p>1) Exploring Forgiveness – humans, ethics, 2) Religious attitudes towards Forgiveness I. - Judaism 3) Beliefs in Action – Eva Kor and Primo Levi 4) Religious attitudes towards Forgiveness II. – Christianity 5) Beliefs in Action: Gee Walker and Julie Nicholson</p>	<p>forgiveness III – Islam 7) Beliefs in Action 8) Reconciliation and Inter-faith Dialogue 9) Faith in Action – Charities working for reconciliation. 10) The Big Question</p>	<p>Making Life – Fertility Treatments, The Law and Religious Attitudes IVF – Case Studies Abortion – Right to Life vs. Right to Choose</p>	<p>6) Religious attitudes towards abortion. 7) Blood Transfusions and Transplants – the law, ethics and religion. 8) Euthanasia - The Law and Religious Attitudes 9) The Right to Die Debate 10) The Big Question</p>
<p>Year 10</p>	<p>Relationships Paper 1 Philosophy and Ethics</p> <p>The nature and purpose of families The roles of men and women in family life Marriage Cohabitation Divorce and separation Remarriage</p>	<p>Life and Death Paper 1 Philosophy and Ethics</p> <p>The origin of the world Stewardship and environmental responsibility Dominion Sustainability Global citizenship The sanctity of life Abortion Euthanasia The afterlife</p>	<p>Good and Evil Paper 1 Philosophy and Ethics</p> <p>Good Evil Forgiveness Free will Justice Morality Sin Suffering</p> <p>Morality Crime and Punishment</p>	<p>Islam Paper 3</p> <p>The five Pillars of Islam The Nature of Allah The Qur'an Worship Prophethood Sunni and Shia Muslims Foundations of the faith The nature of God The afterlife</p>	<p>Islam Paper 3</p> <p>Angels Festivals Akhirah The Ten Obligatory Acts of Shi'a Islam Id-ul-Adha Id-ul-Fitr Ashura</p>	<p>Christianity Paper 2</p> <p>Sacraments Then Nature of God Jesus</p> <p>Worship Prayer Baptism Eucharist Celebrations Pilgrimages Mission Reconciliation</p>

	Arranged marriage The roles of men and women in worship and authority	Judgement Religious and non-religious attitudes towards funerals	Prison Reform Justice Death Penalty	The six articles of faith in Sunni Islam The five roots in Usul ul-din in Shi'a Islam		
Year 11	Christianity Paper 2 The Afterlife Forms of worship Christianity in Britain Pilgrimage and celebrations The worldwide Church The nature of God Evil and suffering The creation The trinity Salvation The afterlife	Islam Paper 3 Exam preparation GCSE Route A option 3	Christianity Exam preparation	Paper 1 Philosophy and Ethics Exam preparation	Consolidation	

Core Values

Character

Engaging all pupils in a curriculum that develops sensitivity, an understanding of what informs our morality and a true sense of true tolerance - where diversity is championed and celebrated as the factor which brings colour, brilliance and interest to society. The confidence, composure and philosophical articulacy to engage in meaningful discussion about Big Questions. To contribute to the personal development of pupils by enabling them to explore deep questions of purpose, meaning and human behaviour. To challenge pupils to not only look within and explore the morals that define them, but to also listen to those which define others. In doing these things RE enables pupils to understand important things about themselves as human beings growing into and becoming part of the modern world. Here the 9 Habits provides a foundation and filter through which to examine core content in addition to a mechanism through which to discipline discussion.

Competence

The ability to describe religious practice, explain religious beliefs, teachings and attitudes, and analyse and evaluate responses to questions of meaning, burpuse and ethics based upon belief and culture. The OCL RE curriculum will enable pupils to develop critical thinking skills and the ability to debate, discuss and argue about Big Questions of human existence be them theological, philosophical, ethical or social.

Community

An understanding of what it is to be human – a sense of identity and belonging to their local community as well as a sense of being a global citizen. A clear understanding of their own role and responsibilities within their communities, and the ability to see themselves as participants in and champions of the transformation of attitudes – which in turn will transform communities. An understanding of the role that faith, belief and practice play in shaping the identity of both citizens and communities. An understanding of how religion and faith unite global communities and positively contribute to the development of individual and communal character. An understanding of how to participate within their community on a positive and meaningful level to create cohesion.

Curriculum Intent

RE examines what it is to be human in the modern world, engaging directly with the questions at the heart of the Oasis Ethos – Who Am I and Who Am I Becoming. Through the Oasis RE Curriculum our students will develop an appreciation of human diversity and an understanding of the place that belief plays in all of our lives. They will learn that differences in faith, belief, practice, culture and interpretation bring brilliance and colour to our world – both locally, nationally and globally.