

RE Curriculum Map

Purpose of study

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 our 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. It is essential to note here that RE is NOT religious instruction, Bible Study or so-called ‘divinity’. It is a broad discipline which engages with several academic lenses – including theology, philosophy, ethics and the social sciences. It is working within and truly honouring these lenses that provides the subject with its’ unique rigour.

We value character, competence and community in our curriculum, and seek opportunities to meaningfully demonstrate these virtues through a knowledge rich, diverse and inclusive curriculum. Below is a representative (but not exhaustive) list of the myriad of ways in which RE honours the three ambitious intentions of the OCL Curriculum:

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, belief, purpose 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.

Core concepts and principles of progression

We know that the RE domain is huge and expansive and we cannot teach it all. We want to give pupils access to a curriculum that provides strong knowledge and understanding of Christianity and a broad access to world religions and non-faith belief systems, whilst providing depth through the examination of key themes of enquiry. It is also essential that this is done in a meaningful and relevant way, so that the core message - that irrespective of our own faith or perceived lack of it belief is something that unites us all – is not lost. The Oasis RE Curriculum is carefully planned so that knowledge and understanding of major world religions and of key ethical, philosophical and social science concepts are developed overtime. Pupils are challenged not just to learn about but also to learn from and through the study of religion, faith practice, philosophy and ethics. As such, developmentally appropriate themes are planned into each Year at KS3, enabling pupils to use knowledge and understanding of religion, faith, belief and practice from previous themes as building-blocks to inform study. The Oasis curriculum examines both religious and non-religious beliefs and practices.

Core Concepts for the OCL RE Curriculum fall into three broad categories:

Knowledge and understanding of religion and belief.

Within this the 2 traditional attainment targets of ‘learning about’ and ‘learning from’ are honoured. The curriculum is sequenced to enable pupils to develop an understanding of the core concepts that underpin faith and belief in the modern world. For example ahimsa, the sanctity of life, ummah and covenant. The skills needed to develop an understanding of the meaning, purpose and interpretation of sacred texts as sources of authority are spiralled throughout themes of study. In addition to this, stories and accepted wisdoms from within faith and cultural traditions – for example the Parables of Jesus, the life of Muhammad as represented through the Hadith, the wisdoms of Siddhartha Gautama – as a mechanism to gain insight into religious belief and the socio-historical framework of religions and communities.

Religion in Real World Contexts.

Through the examination of broad themes of enquiry, pupils are able to see the place, relevance and application of faith, non-faith, philosophy and ethics in broad and real-world contexts. Pupils are also guided to explore and understand the reality of lived religions locally, nationally and globally – to develop a true understanding of the impact of belief and tradition on human lives as relevant to today and to be conscious about the excessive homogenising of belief and practice and the stereotyping of faith members.

The Three Lenses of RE

The curriculum is built thematically, enabling pupils to see the place, relevance and application of social science, theology, philosophy and ethics in everyday life. Philosophical and ethical questions relating to faith, meaning, purpose, identity and justice are posed throughout the curriculum, with pupils given meaningful opportunities to engage in discussion around key issues. Sociological interpretations of issues such as prejudice, equality, what it is to be human, and extremism will be examined.

Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our curriculum will equip pupils with the knowledge, skills and understanding to:

- Use and deploy a wide range of religious and philosophical specialist terminologies,
- Discuss, explore and question core concepts, religious teachings and practices, such as the sanctity of life,
- Discuss, reflect upon and develop arguments about philosophical and ethical issues, such as whether it makes sense to believe in God in the modern world.
- Reflect on the importance of religion, faith and belief in creating identity, morality and community,
- Understand how faith, spirituality, belief, and religious teachings drive the actions, practices and opinions of humans,
- Explore the interaction between religion, faith and belief and key ethical and moral issues, and the range of convictions that exist around these,
- To make reasoned and informed judgements about religious and moral issues with reference to the teachings and beliefs of principle religions, in addition to those represented by 'non-faith' groups such as Humanists,
- Investigate issues of justice, injustice, equality and diversity, and explore how faith drives responses to these,
- Sensitively interact with issues of contention within religion, philosophy and society, such as extremism and euthanasia.
- Explore the ways in which belief and practice differ both between and within religions,
- Enable pupils to develop their character, confidence and a personal sense of morality through the discussion of key ethical, religious and moral issues,
- Develop positive, balanced and informed attitudes of respect towards others who hold different views to themselves, be they religious or non-religious.
- To challenge our own opinions and perceptions of the world around us (locally, nationally and globally) by reflecting upon what we think and why we think it.

Evaluation and Impact OCL R.E. Curriculum: Long Term Plan

Year 7

The OCL RE Curriculum honours the understanding that learners need to acquire both breadth and depth of knowledge in order to have the ability to successfully progress. This knowledge becomes more complex as pupils move through KS3 (for example, through the acquisition of progressively more challenging philosophical and theological language, ethical concepts, and sources of authority) whilst simultaneously exposing learners to progressively more sophisticated processes and skills. Ultimately, as our pupils move through KS3, they will be engaging with, discussing, debating and analysing progressively more challenging questions on meaning, purpose, faith and ethics.

In Year 7, pupils will build upon the foundational knowledge of world religions (aka "the Big 6") acquired in primary school through the thematic study of three key themes – Identity, Community and Our World. These themes are sequenced in such a way as to allow learners to build a mental schema of what it is to be a faith member in Modern Britain, whilst posing the meaningful questions about how our identities are shaped and shown, the purpose of

places of worship as the heart of communities and our responsibilities as humans to the environment. Learners will start to make the important connections between belief and practice, and will start to appreciate how belief drives behaviour and choice.

Year 8 encourages pupils to examine the challenging issue of extremism and radicalisation in Modern Britain. Pupils will be able to apply previous knowledge on religious identity and values to the enquiry on the causes of extremism, and will build upon this through the exploration of religious attitudes to violence. The curriculum allows for a deepening of understanding of both the theological and philosophical concepts of faith through the study of God, arguments for and against the existence of God and the problem of suffering. Pupils will be able to build upon knowledge of the principle values of core religions through the study of equality, prejudice, discrimination and diversity. Throughout Year 8 progressively more complex theology is examined, explored and applied, developing religious and philosophical literacy.

Year 9 builds upon substantive knowledge acquired in Years 7 and 8 through the study of conflict and forgiveness. Here they can make links with previous learning on extremism, war, violence and terrorism, whilst posing ever more challenging questions about human belief and behaviour, considering for example, whether religion causes, complicates or heals conflict. Learners will be guided towards increasingly more sophisticated moral debate through the study of medical ethics.