

R.E. Curriculum: Statement of Intent

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 – in addition to the deep questions on meaning and purpose that have consumed human beings since the beginning of time. The RE Curriculum enables pupils to understand what RE is and how it can be used as tool through which to understand the world around us (both the world that we can see and the world that we cannot). In doing so RE will naturally contribute significantly to the SMSC education of pupils.

The ambitious and aspirational RE Curriculum will prepare pupils for successful life in culturally complex modern Britain, whilst providing the knowledge and skills to access further study at GCSE and beyond.

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 RE Curriculum:

Character

Engaging all pupils in a curriculum that develops sensitivity, an understanding of what informs our morality and a 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, analyse sources of authority (for example sacred texts) and evaluate responses to questions of meaning, belief, purpose and ethics based upon belief and culture. The 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.

Core concepts and principles of progression

Core Concepts for the RE Curriculum fall into three broad categories, which can be best summarised as substance, tools and lenses:

Substantive knowledge and understanding of worldviews [‘substance’]

This category refers to the ‘substance’ of religious and non-religious worldviews. Within this the traditional attainment target of ‘learning about’ is honoured. It is important to note here that representations of traditions and worldviews must be honest representations of lived realities, not simplistic or over-homogenised representations. Areas include:

- The different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions
- Knowledge about artefacts and texts associated with different religious and non-religious traditions
- Concepts that relate to religious and non-religious worldviews, such as ‘dharma’, ‘incarnation’, ‘ritual’, ‘authority’, ‘prayer’ and ‘sacred’, and debates around these big ideas
- Concepts that are common to religious and non-religious experience (such as ‘interpretation’); concepts that are common to multiple forms of religious experience (such as ‘sanctity of life’) concepts specific to a religious tradition (such as the Christian notion of ‘Trinity’)

Ways of Knowing [‘tools’]

Pupils will develop an understanding of how we know about religious and non-religious worldviews and be both cognisant of and able to apply different methods of exploring and analysing religious traditions. Essentially, this concept is about the *tools* of RE. This concept is important because it plays a key role in avoiding the oversimplification or misrepresentation of different religious traditions and worldviews; in addition to providing added scholastic rigour.

- knowledge of methods, processes and other tools of scholarship that are used to study and make sense of global and historical religion/non-religion; for example hermeneutics.
- knowledge of the modes of enquiry that academic communities have about religion/non-religion; for example the work of social scientists, ethnography, historical reconstruction, etc.

Personal Knowledge ['lenses']

Personal knowledge has been described by 'knower-knowledge', 'personal worldview', 'reflexivity' and 'positionality'. All of these descriptors need de-mystifying somewhat. Essentially, this concept is about personal lenses – a pupils' viewpoint, position or perspective. These lenses shift and develop over time, and are affected by personal experience, including faith membership, culture, education, and so on.

- Building awareness of pupils' own assumptions and values about the content they study
- Curriculum and pedagogy that teaches from a position of neutrality and is not inducting pupils to adopt any specific worldview
- Opportunities through relevant themes of enquiry (eg: medical ethics) for pupils to explore the foundation of their own personal viewpoints.

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 the Abrahamic traditions (focusing on Christianity) and focused exposure to a complimentary Dharmic worldview. Alongside this so called 'non-faith' worldviews will be examined through the exploration of Humanism. Our aim here is to develop cumulatively sufficient knowledge of the nature and diversity of selected worldviews and traditions, whilst providing added depth through the examination of key themes of enquiry.

Knowledge and understanding of the selected religious worldviews, 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 (rooted in 'Big Questions') are planned into each Year at KS3, enabling pupils to utilise and deploy knowledge and understanding of religion, faith, belief and practice from previous themes as building-blocks to inform and contextualise study.

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 theological, philosophical and social science specialist terminologies,
- Through cumulatively sufficient knowledge of Abrahamic Faiths and one Dharmic worldview, describe practice, explain teachings and analyse diversity
- Explore the ways in which belief and practice differ both between and within religions,
- Discuss, explore and question core concepts, religious teachings and practices, such as the sanctity of life,
- Discuss, reflect upon and develop arguments about key theological questions, such as *what do faith stories tell us about God?*

- Discuss, reflect upon and develop arguments about key philosophical questions, such as *can we convincingly argue that God exists?*
- Discuss, reflect upon and develop arguments about key social science questions, such as *does religion really generate social justice?*
- Develop an understanding of personal lenses and perspectives that affect our own worldviews

R.E. Curriculum: Long Term Plan

The central aim of the RE Curriculum is for pupils to build robust mental models of the complexity of religious traditions, worldviews and forms of expression. The 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. Within this they will be accessing an ever expanding domain of knowledge of religious traditions and worldviews.

Year 7

In Year 7, OCL pupils will build upon the knowledge of world religions (aka “the Big 6”) to look at what it looks like to be a believer of religion in today’s age. Within the religions and themes, the lessons are sequenced in such a way as to allow learners to build a mental schema of the Abrahamic faiths) and to build foundational schema of the three different disciplines which make-up RE. Here pupils will be introduced to the concepts and ways of knowing which underpin RE, in addition to being challenged to locate and describe their own lenses. Additionally, learners will start to make the important connections between different worldviews and will start to appreciate how belief drives behaviour and choice.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	What does it mean to be a Jew in Britain today?	What does it mean to be a Jew in Britain today?	What does it mean to be a Christian in Britain today?	What does it mean to be a Christian in Britain today?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?
Outline Content	<ol style="list-style-type: none"> History and Sects of Judaism Why was Abraham willing to sacrifice his son Isaac? What do the ten plagues represent? What is the importance of Pesach? What is the importance of the Tenakh and the Decalogue? What do Jews believe about Sin? Why is Rosh Hashanah and Yom Kippur (forgiveness) important? 	<ol style="list-style-type: none"> Life after Death – Messiah Judaism in Britain today – Manchester, synagogue, clothing What is a Jewish household like? Kosher Rites and Rituals – Bar Mitzvah Pilgrimage - Jerusalem Assessment Growth Task 	<ol style="list-style-type: none"> History of the Religion Why did Christianity split? What is the Trinity? Why is Jesus’ birth so important? What do the parables teach Christians today? What happened to Jesus on the cross? How can St Paul’s conversion influence a Christian today? 	<ol style="list-style-type: none"> Why do Christians pray? Why is Rome special in Christianity? What is the Eucharist? What is the significance of Easter? Assessment Growth Lesson 	<ol style="list-style-type: none"> History of the Religion Who was the Prophet? Why did Islam split? What do Muslims believe about God What do Muslims believe happen when you die? What does it mean to be a Muslim in Britain today? 	<ol style="list-style-type: none"> What is Islamophobia? What are the Five Pillars of Islam? What is Ramadan and Eid ul-Fitr Why do Muslims go on pilgrimage to Hajj? Why are there different items of clothing in Islam?

Year 8

In Year 8, OCL pupils will be challenged to examine the Dharmic religions as well as introducing the thematic approach to study of social justice through the lens of key examples. These themes are sequenced in such a way as to allow learners to continue build a mental schema of the **Abrahamic faiths** and a **Dharmic Faith** and to expand schema of the three different disciplines which make-up RE. Throughout Year 8 progressively more complex theology is examined, explored and applied, developing both religious and philosophical literacy.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	What does it mean to be a Hindu in Britain today?	What does it mean to be a Hindu in Britain today?	Does religion really generate social justice?	Does religion really generate social justice?	What does it mean to be a Buddhist in Britain today?	What does it mean to be a Buddhist in Britain today?
Outline Content	<ol style="list-style-type: none"> 1. What is the Caste System? 2. Who is Brahman and the Trimurti? 3. What is the importance of symbolism in Hinduism? 4. What does the story of the Ramayana teach Hindus? 5. What is the belief of Moksha, Karma and Samsara? 6. Why are mandirs important? 	<ol style="list-style-type: none"> 7. How do Hindus worship? 8. How does the festival of Holi show equality? 9. What is the Sacred Thread Ceremony? 10. Why do Hindus go to Kumbh Mela? 11. Why do Hindus care about the environment? 12. What are Hindu attitudes to violence? 13. Assessment 14. Growth Task 	<ol style="list-style-type: none"> 1. What is social justice? 2. Religious freedom 3. Was Jesus a radical or peacemaker? 4. How did MLK keep his faith in the face of discrimination? 5. Paul Stephenson 6. How did Malcolm X's religion influence his feelings towards discrimination? 	<ol style="list-style-type: none"> 7. How did Muhammad promote social justice? 8. Islam and Gender Equality 9. Stonewall 10. Marcus Rashford 11. Assessment 12. Growth Task 	<ol style="list-style-type: none"> 1. What is the importance of the Four Sights? 2. What is the difference between Theravada and Mahayana Buddhism? 3. How do you reach enlightenment? 4. What are the Three Marks of Existence? 5. Why is the Eightfold Path important? 6. How does a Buddhist escape from the Wheel of Life? 	<ol style="list-style-type: none"> 7. What is a Vihara? 8. Why is the Sangha at the heart of the Buddhist faith? 9. How do Buddhists practice meditation? 10. What happens during the festival of wesak? 11. Why is Bodh Gaya the most important sight in Buddhism? 12. Why is art work important in Buddhist tradition? 13. Assessment

Year 9

Year 9 builds upon substantive knowledge acquired in Years 7 and 8 through the studies of ethics and conflict. Here they can make links with previous learning on the core religions and social justice, 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. This is a foundational skill for further study at KS4, whether through the Core or the GCSE route.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	How do we make moral decisions?	How do we make moral decisions?	Is religion a cause of conflict or a force for peace?	Is religion a cause of conflict or a force for peace?	Is all life equally special?	Is all life equally special?
Outline Content	<ol style="list-style-type: none"> 1. Making moral decisions – what is it to be moral? 2. Absolutism vs Relativism 3. What does Aristotle teach about virtue ethics? 4. What does Joseph Fletcher teach about situation ethics? 5. What does Bentham teach about utilitarianism? 	<ol style="list-style-type: none"> 6. A case for human moral conscience? 7. Divine law and moral decision making: the Ten Commandments 8. Divine Law and moral decision making: Shariah 9. Sikhism, Bhai Gurdas and making moral decisions 	<ol style="list-style-type: none"> 1. What are the causes of conflict? 2. An uncomfortable truth – the history of war and religion 3. A case for conflict? Religion and war– Just War and Harb al maqadis / lesser jihad 4. Jihad 5. Just war 6. Religious Extremism 	<ol style="list-style-type: none"> 7. Intro to Arab-Israeli Conflict 8. Religion in the Arab-Israeli conflict 9. Israel and Palestine today 10. Pacifism 11. Was Muhammad Ali a pacifist? 12. Assessment 	<ol style="list-style-type: none"> 1. What is the sanctity of life? 2. Jesus' teaching on sanctity of all human life 3. Islam and the sanctity of all human life 4. Sanctity of Life vs Quality of Life – opposing concepts? 5. Euthanasia and The Right to Die debate 6. Abortion and the Right to Life debate 	<ol style="list-style-type: none"> 7. Embryo research and the right to experiment debate 8. Peter Singer, animals and the sanctity of life 9. Abrahamic attitudes to animal rights / testing 10. Stewardship and looking after the environment 11. Assessment 12. Growth task

Year 10

Year 10 builds upon substantive knowledge acquired in Years 7, 8 and 9 through the studies of religion and lived experience. Here they can make links with previous learning on the core religions. Learners will be guided towards increasingly more sophisticated moral debates through the study of religion and life and human relationships. This is in line with the accredited RE GCSE course with Eduqas.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Issues of Life after Death	Christian Beliefs	Issues of Good and Evil	Christian Practices	Islamic Beliefs and Exam Skills	Islamic Beliefs
Outline Content	<ol style="list-style-type: none"> Origin of Life and Sanctity of Life Abortion Abortion - Christianity Abortion – Islam - 15 mark Euthanasia – Dying in Dignity Movement – Peter Singer Euthanasia Christianity Growth Euthanasia – Islam Christian life after death Christian funeral Islamic life after death Muslim funeral – worship on graves Humanist funeral – 8 mark Non-religious value of life – Peter Singer 	<ol style="list-style-type: none"> Nature of God The Trinity – God the Father and God the Holy Spirit The Trinity – God the Son – Life of Jesus – early life – incarnation/birth Christmas Jesus' early years and disciples, Transfiguration Life of Jesus – miracles, parables Jesus as an adult – Ministry leading to holy week Eucharist Crucifixion Resurrection Easter Ascension and Eschatological beliefs (Parousia) Sin and Salvation Atonement Judgement Views of Heaven and Hell 	<ol style="list-style-type: none"> What makes an act wrong Morality (Philosophy) Exam Skills – Source of Authority conscience, virtues, sins Philosophical challenges posed by belief in God, free will Predestination and Supremacy of Allah's Will Origin of Evil Original Sin Causes of crime Aims of Punishment Christian forgiveness Islamic forgiveness Treatment of criminals Types of punishment Work of prison reformers and prison chaplains Death Penalty Christianity Death Penalty Islam Death Penalty 	<ol style="list-style-type: none"> Sacraments (diversity). Recap Eucharist Baptism Baptism 15 mark Worship Prayer Prayer (Quakers and Evangelical) – 15 mark Growth Pilgrimage – Taize Pilgrimage – Walsingham 8 mark Christianity in Britain and UK laws, festival and traditions The role of the Church in local community Beliefs in Action - Mission, evangelism and church growth Beliefs in Action - Tear fund Beliefs in Action - Persecution Beliefs in Action - Reconciliation 	<ol style="list-style-type: none"> WTM on Life after Death WTM on Christian Beliefs WTM on Good and Evil WTM on Christian Practices Revision Revision Six Articles of Faith Five Roots of Usul ad-Din Holy Books The Qur'an and Hadith Prophet Muhammad – Night of Power Importance of the Prophets and Adam Ibrahim, Ishma'il and Isa Nature of Allah (including Tawhid) Adalat 	<ol style="list-style-type: none"> Angels and Sunni/Shi'a view of Free Will Different types of Angels (Jibri'l, Mika'il, Israfil) Predestination Akhirah Imamate End of Year Assessments End of Year Assessments Consolidation Consolidation Consolidation

	15. Origin of the universe and creation – Genesis 16. Islam origin of the universe – 15 mark 17. Big Bang Theory 18. Evolution 19. Dominion and Stewardship 20. Environmental responsibility 21. Growth	18. Evil and Suffering 19. Growth Task 20. Growth Task 21. Extra	18. Growth 19. Growth			
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Year 11

Year 11 builds upon substantive knowledge acquired in Year 10 through the studies of religion and lived experience. Here they can make links with previous learning on the core religions Learners will be guided towards increasingly more sophisticated moral debates through the study of religion and life and human relationships. This is in line with the accredited RE GCSE course with AQA.

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Islamic Practices	Theme D – Peace and Conflict	Theme E – Crime and Punishment	Revision - Christianity	Revision - Islam	Exams
Outline Content	1. Five Pillars 2. Ten Obligatory Acts 3. Shadahah 4. Salah (Wudu) and times 5. Salah – Where and how 6. Sawm – Origins (Night of Power) 7. Sawm – Benefits and exceptions 8. Zakah	1. Introduction lesson and peace and justice 2. Forgiveness 3. Reconciliation 4. Religious beliefs about violence – Violent protest 5. Pacifism 6. Terrorism 7. Reasons for war 8. Cause of war and violence	1. Different types of crime 2. Causes of crime 3. Good and evil 4. What is the worse crime to commit? 5. Is crime linked to evil? – do people carry out crimes by accident 6. The aims of punishment 7. Suffering	9 beliefs – 1. Nature of God 2. Problem of Evil 3. The Trinity 4. Creation 5. Incarnation 6. Crucifixion and resurrection 7. Life after death 8. Sin and Salvation 9. Extra	9 beliefs - 1. Tawhid 2. Key beliefs (six roots) 3. Nature of Allah 4. Angels 5. Akhirah 6. Risalah 7. Muhammad 8. Holy Books 9. Extra	Revision

	<ul style="list-style-type: none"> 9. Hajj – origins and significance 10. Hajj – How is it performed? 11. Jihad 12. Festival Eid-ul-Fitr 13. Festival Eid-ul-Adha 14. Festival – Ashura Assessment 	<ul style="list-style-type: none"> 9. Religious attitudes to war and peace 10. Christianity - Holy War and 11. Aquinas - Just War (criteria) 12. Islam – Holy War/Jihad 13. Victims of War – present day examples 14. Weapons of Mass Destruction and nuclear weapons 15. Religion and peace-making in the world today – individual people 16. Extra 	<ul style="list-style-type: none"> 8. Victim support and forgiveness 9. Treatment of criminals 10. Prisons 11. Community service 12. Corporal punishment 13. What is capital punishment? 14. Should the death penalty happen? 15. Extra Extra 	<p>9 practices –</p> <ul style="list-style-type: none"> 10. Types of worship 11. Prayer 12. Sacraments 13. Baptism 14. Eucharist 15. Pilgrimage 16. Festivals 17. Local community 18. Mission and church growth 	<p>9 practices</p> <ul style="list-style-type: none"> 10. Five Pillars 11. Salah 12. Sawm 13. Zakah 14. Hajj 15. Jihad 16. Eid ul-Fitr 17. Eid ul-Adha Extra 	
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