

Religious Studies: Studying the beliefs of people, understanding the past, the modern world and humanity itself

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 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.

Sequencing:

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.

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.

Assessments:

At the end of every full term (Autumn 2, Spring 2 and Summer 2 a formal assessment will take place. Throughout each half-term one piece of work will be identified as a piece of formative assessment.
At the end of the year, students will set a common OCL assessment.

Term	Enquiry questions/content	Key knowledge, understanding and skills:	Framed task
Autumn 1	<p>Theme: Extremism “There is no such thing as religious terrorism”.</p> <ul style="list-style-type: none"> ➤ What is extremism? Overview, The Law and Modern Britain ➤ Causes of Extremism ➤ Religious Extremism ➤ Right Wing Extremism ➤ Radicalisation – What, Why & How 	<ul style="list-style-type: none"> ➤ To outline what an extremist group is and how they can affect different sections of society. ➤ To discuss the common features of extreme groups and to know why they use certain methods to achieve their aims. ➤ To describe historical facts of at least two extremist groups or individuals. ➤ To evaluate how extremist groups conflict with life in modern Britain. ➤ 	Lesson:
Autumn 2	<ul style="list-style-type: none"> ➤ Terrorism in the Modern World ➤ History of Terrorism ➤ Religious Attitudes to violence and terrorism ➤ Religious Attitudes to violence and terrorism ➤ The Big Question 		Lesson:
Spring 1	<p>Theme: God “It is impossible to believe in God?”</p> <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ To be able to discuss key ideas of what /who God is ➤ To show empathy and understanding when learning about other religions and faith ➤ To be able to discuss and explore key ideas of non-belief ➤ To critically think about information presented to me. 	Lesson:
Spring 2	<ul style="list-style-type: none"> ➤ Reasons for non-belief – philosophy and logic ➤ Reasons for non-belief – science and suffering ➤ Belief and Suffering – Christianity and Hinduism ➤ Belief and Suffering – Buddhism and Islam ➤ The Big Question 		Lesson:
			Assessment: End of Autumn 2
			Assessment: End of Spring 2

<p style="text-align: center;">Summer 1</p>	<p>Theme: Diversity & Equality <i>“There is too much inequality in the world for anyone to make a difference”.</i></p> <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ To be able to discuss key ideas of diversity and equality ➤ To show empathy and understanding when learning about other religions and faith ➤ To critically think about information presented to me. 	<p>Lesson:</p> <p>Lesson:</p> <p>Assessment: EOY exam</p>
<p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> ➤ Religious and Humanist attitudes towards prejudice, discrimination and equality II ➤ Beliefs in Action – Malcolm X ➤ Gender Equality and Religion ➤ Beliefs in Action – Gender Equality ➤ The Big Question 		