

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 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. This is a foundational skill for further study at KS4, whether through the Core or the GCSE route.

Assessments:

At the end of every full term (Autumn 2, Spring 2 and Summer 2 a formal assessment will take place. Throughout the year 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 :Conflict <i>“Religious believers should always seek peace”.</i></p> <ul style="list-style-type: none"> ➤ The Causes of Conflict ➤ An uncomfortable relationship – religion and war ➤ War and Ethics ➤ Case-Study: Palestine 	<ul style="list-style-type: none"> ➤ To describe the causes of conflict. ➤ To explain the main ethical arguments about war. ➤ To explain religious attitudes towards peace and pacifism. To describe the personal conviction of Muhammad Ali and how it informed his protest. 	<p>Lesson:</p> <p>Lesson:</p> <p>Assessment: End of Autumn 2</p>
Autumn 2	<ul style="list-style-type: none"> ➤ Religious attitudes towards peace Pacifism and Conscientious Objection. ➤ Beliefs in Action – Muhammad Ali ➤ The Big Question 	<ul style="list-style-type: none"> ➤ To discuss beliefs about peace and conflict and begin to explore and express their attitudes towards both. ➤ To evaluate the extent to which religious believers should always seek peace. 	
Spring 1	<p>Theme: Forgiveness & Reconciliation <i>“Total forgiveness is not possible”.</i></p> <ul style="list-style-type: none"> ➤ Exploring Forgiveness – humans, ethics, ➤ Religious attitudes towards Forgiveness I. - Judaism ➤ Beliefs in Action – Eva Kor and Primo Levi ➤ Religious attitudes towards Forgiveness II. – Christianity ➤ Beliefs in Action: Gee Walker and Julie Nicholson 	<ul style="list-style-type: none"> ➤ To be able to discuss key ideas about forgiveness and reconciliation ➤ 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: End of Spring 2</p>
Spring 2	<ul style="list-style-type: none"> ➤ Religious Attitudes towards forgiveness III – Islam ➤ Beliefs in Action ➤ Reconciliation and Inter-faith Dialogue ➤ Faith in Action – Charities working for reconciliation. ➤ The Big Question 		

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<p>Summer 1</p>	<p>Theme: <u>Medical Ethics</u> <i>"Modern medicine plays God and this is a sin".</i></p> <ul style="list-style-type: none"> ➤ Sanctity of Life ➤ Quality of Life ➤ Making Life – Fertility Treatments, The Law and Religious Attitudes ➤ IVF – Case Studies ➤ Abortion – Right to Life vs. Right to Choose ➤ Religious attitudes towards abortion. 	<ul style="list-style-type: none"> ➤ To be able to discuss key ideas about medical ethics ➤ 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>Summer 2</p>	<ul style="list-style-type: none"> ➤ Blood Transfusions and Transplants – the law, ethics and religion. ➤ Euthanasia - The Law and Religious Attitudes ➤ The Right to Die Debate ➤ The Big Question 		