OCL R.E. Curriculum: Statement of Intent

Purpose of study

The intent behind the RPE curriculum design is for students to leave Oasis Academy Brislington having built a strong religious literacy, where they know about, and understand a broad range of religions and worldviews and "how these impact on human living" (Georgiou, 2018). The RPE curriculum allows the students to be articulate citizens in the society in which they find themselves. It must also enable students to acquire knowledge that takes them beyond their own experience (Young and Muller, 2015). Finally RPE is in the unique position to offer opportunities for dialogue (Stathi, Cameron, Hartley and Bradford, 2014) that can positively impact on community cohesion (Jackson, 2013; DfE, 2010). To this end students will be giving the opportunity to do the following in each lesson:

- Realise and question their own beliefs and ideas
- Understand and questions the ideas and beliefs of others
- Appreciate the diversity of the world around them
- Construct arguments and defend them respectfully
- Become an active global citizen

In RPE students approach content in an interleaved fashion, to allow them time to forget elements and retrieve it frequently, in order to combat what Ebinghaus described as the Forgetting Curve. Information is presented to students through thorough, but precise Direct Instruction, where the teacher is the expert and learning is efficient. Students are given regular opportunities to embed that knowledge through retrieval tasks, both in the lesson and as part of home learning. Students can access the key knowledge through carefully prepared Knowledge Organisers that are designed using dual coding, to support learning at home. Using a range of strategies both in and out of the classroom, our team of staff are able to identify gaps in knowledge and key cohorts and deploy evidence-based techniques to build upon those areas for key students.

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:

<u>Knowledge and understanding of religion and belief.</u>

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, s**tories 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 Guatama – 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 an 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 them 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.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	**Component #1** **<u>Issues of Relationships</u>** **Enquiry Question:** "Marriage is an outdated tradition". Do you agree? 1) What is a modern 'family' and why is it important? 2) Gender Equality in Worship and marriage 3) Why marry? Marriage Vs. Cohabitation 4) The purpose of Marriage – in religion 5) The marriage ceremony in Christianity 6) The marriage ceremony in Islam 7) "Playing around" –	**Component #1** **<u>Issues of Relationships</u>** **Enquiry Question:** "Sex outside of marriage is always wrong". Do you agree? 1) Aquinas and Natural Law 2) The Purpose of Sex 3) Contraception and family planning 4) Religious attitudes to contraception 5) Same Sex Relationships and Modern Britain 6) Religious Attitudes to Same Sex Relationships	**Component #2 Option #1** **<u>Study of Christianity</u>** **Enquiry Question:** "Prayer is the most important practice for Christians" 1) How and why do Christians worship? 2) What is the nature and purpose of prayer? 3) The Sacraments: Baptism 4) The Sacraments: Eucharist 5) How is Christmas celebrated? 6) How is Easter celebrated? 7) Christianity outside: pilgrimage	**Component #2 Option #1** **<u>Study of Christianity</u>** **Enquiry Question:** "Christians should keep their practice inside the church.' 1) Christianity outside: in the community 2) Christianity outside: in the world 3) The Big Question 4) Reflexive learning and revision		

	Religious attitudes to adultery 8) Religion, Divorce and Re-marriage	7) The Big Question	8) Christianity outside: evangelism		[redacted]