



Oasis

Academy:  
Oldham

Creating a  
community of  
choices & chances

Actively teaching the OAO  
**'Just Cause'**

IN..

RELIGIOUS  
EDUCATION



# How do we actively teach the Just Cause in Religious Education?

## Community

In Religious Studies we are centred around the concept of our communities and identifying the ways that we connect to Global, British and Local Communities. We examine how we can be part of many different faith and cultural communities and how, despite our differences, we are all connected by the communities with which we belong to.

We examine the issues within our communities both past and present and how people from different religious traditions (and none) face those issues and find answers. We look at the lives of inspirational people from the past and how they have changed the communities in which we live.

## Chances

Religious Studies offers the opportunity to delve into experiences of others from all over the world. It harnesses children's natural curiosity and offers the opportunity to seek answers about how other people can live their lives. We examine places and people from all over the world, expanding our horizons, cultural capital and learning about, and from, the lives of others. Learners have the chances to write creatively, to discuss and present ideas and to debate moral issues and philosophical ideas. These are transferable life skills that our learners can use on their journeys into further education and employment.

## Choices

By exploring the different answers and responses that faiths have to philosophical questions, children's choices are presented to them. Our learners can decide where they stand with their opinions of current affairs, past events that have shaped the world and on moral dilemmas and contemporary moral issues. Our children are encouraged to think about what they believe in and are taught how to express their views with reasons. They understand how to respect the choices that others have made by learning the process of how they have made their own, therefore understanding the validity of the choices of all people, no matter how they may differ. Our learners can experience how one classroom of children can all make their own choices and form their own responses to an issue or practice, and how they can all be 'right' in their choices.

## Year 7

- **What are the Six World Faiths**
- **What do people in Manchester believe in**
- **Religious Leaders**
- **Beliefs and Practices**
- **Holy Books and Stories**
- **Special Places**
- **Festivals**

## Year 8

- **Identify and Belonging**
- **Conflict and Peace**
- **Life and Death**
- **Commitment and Vocation**
- **Contemporary Moral issues (Abortion and Euthanasia)**
- **Festivals**

## Year 9

- Human Rights & Children's' Rights
- Refugees and Asylum seekers
- Genocide- Holocaust/Rwanda/Rohingya
- Radicalisation/Fake news/Media
- Democracy/Freedom of Expression/Rights and Responsibilities

## Eduqas GCSE Specification

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices
- Good and Evil
- Human Rights
- Life and Death
- Relationships

### 1. Improving the engagement of our parent community.

Research from the EEF (Working with Parents to Support Children's Learning, December 2018) and the DfE (Understanding KS4 attainment and progress: evidence from LSYPE2, October 2018), both emphasise the importance of an effective home school partnership to ensure the best possible outcomes for young people. To that end, all aspects of school improvement activity this academic year will be considered from the perspective of the parents/carers.

As part of our 100% homework strategy and our desire to embed a culture of independent thought and learning, we have created a homework booklet of choices of what homework to complete. Some of these tasks are designed to be completed with parents and involve discussion. We believe that our parents will feel more connected with their children's learning and them and their child's part of the OAO Community when they see themselves and their own lives reflected in the tasks the children are completing. The Curriculum Overview is available for all parents to view and to contact the Curriculum Leader to discuss. During Parents and Open

Evenings we welcome discussion about our provision and encourage parents to look at our resources, displays, exemplar work and speak with Student Ambassadors. Our locally agreed syllabus is created from the consultation of Community Leaders and this forms the basis of our curriculum.

Children are encouraged to share their experiences of faith and culture and parents are encouraged to become involved in providing resources, artefacts or photographs for children to bring into school.

### 2. Improving the literacy of all our young people.

Our student population is weaker than the national average particularly in terms of reading ability. This is further compounded by some of the language difficulties our students face where English is an additional language. As such, we have a moral imperative to ensure that literacy across the curriculum is well taught. Moreover, our pupils' literacy directly correlates to their communication skills and their emotional literacy. It is essential this year that we equip our students with the necessary communication skills to better prepare them for the rest of their adult lives. In order to improve our outcomes, we must also engender a love of reading in all our young people.

Religious Studies is an academic discipline that requires excellent literacy skills in order to be able to effectively express and analyse theological and philosophical ideas, it also comes with its own set of subject specific terminology. In Religious Education we have the subject specific key words presented in every lesson. We include the capital letters of each PowerPoint title page coloured in red, and we comment specifically on the use of capital letters and punctuation within our marking. Our knowledge organisers all include the correct spelling of the relevant key words and terminology for that year group, along with the correct usage of commonly misspelled words (they're, their, their, you're and your, for example). Learners are encouraged to make use of our own small book box library containing novels and other works of a religious or moral theme to embed a culture of 'reading around the subject' and exploring themes in more detail.



### 3. Building a collaborative and positive school culture for all our staff and students.

The Academy has endured a number of volatile and turbulent years. Numerous Principals and significant staffing changes have contributed to lack of permanence and instability characterising the school. It is imperative this year that the Academy becomes harmonious; that agreed behaviour strategies for learning are consistently applied across all areas of the school. That staff and student wellbeing is of paramount importance to ensure high figures of retention and attendance respectively. Our Oasis 9 Habits should characterise the lived experience of all our staff and students and this will only happen with a collective will to adhere to our 5 Ps in all daily interactions: **PREPARED, POLITE, POSITIVE, PUNCTUAL & PROUD.**

Religious Studies provides a space in the curriculum where students can learn to express themselves with opinions and justified reasons. They learn about others that have had to peacefully fight for a cause and they learn about cultural injustices in the past. This equips them with the skills needed to speak about their feelings and peacefully resolve conflict. Children learn the values of the beliefs and cultures of others, and the consequences of the denial and disrespect of rights. This encourages them to examine their position within the Academy Community as a whole and how they can contribute to a harmonious culture within OAO.

Children see themselves and their religion, cultures, special people and holy books within our curriculum which gives them a sense of belonging and self-actualisation. This leads to a sense of belonging within the academy culture and a feeling of being part of us here at OAO.

### 4. Ensuring all aspects of leadership & teaching are well-planned and well-executed.

The Academy Leadership has a duty to ensure the appropriate systems and structures are in place to enable teachers to do their job well. All strategies and innovations must be clearly planned, communicated, executed and evaluated in a timely fashion and thus reduce the number of 'reactive' responses. All lessons must contribute to a coherent, challenging and enjoyable curriculum that enables our young people to become fully rounded, well prepared global citizens

Throughout the academic year 2019-20 we have reviewed and audited our curriculum provision in Religious Studies. We have ensured that the curriculum in all years has been updated to ensure relevance to our learners and the needs of all cohorts. We have included various teaching methods and have striven to ensure that there is an element of fun and a love of learning in the experiences that we offer. We follow the academy protocol of lesson starts and format and have listened to the feedback from our learners. We offer opportunities for our students to become part of the lessons and to promote 'experts' where children get to teach the lessons themselves to their peers.

Term	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Season</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>My Community</b> <ul style="list-style-type: none"> <li>My Faith</li> <li>Manchester Faiths</li> <li>World Faiths</li> <li>Tribal Beliefs</li> <li>Interfaith Relationships</li> </ul>	<b>Founders and Festivals</b> <ul style="list-style-type: none"> <li>Brahman</li> <li>Moses</li> <li>Buddha</li> <li>Mohammad</li> <li>Guru Nanak</li> <li>Jesus and Christmas</li> </ul>	<b>Religious Laws</b> <ul style="list-style-type: none"> <li>Human Rights</li> <li>10 Commandments</li> <li>7 Sacraments</li> <li>The Five Pillars</li> <li>The 5 Ks</li> </ul>	<b>Religious Stories</b> <ul style="list-style-type: none"> <li>Good Samaritan</li> <li>Ten Plagues</li> <li>Night of Power</li> <li>Monkey King</li> </ul>	<b>Places of Worship</b> <ul style="list-style-type: none"> <li>My Special Place</li> <li>Churches</li> <li>Mosques</li> <li>Synagogue</li> <li>Shrines</li> <li>Gurdwara</li> </ul>	<b>Festivals</b> <ul style="list-style-type: none"> <li>Easter</li> <li>Passover</li> <li>Ramadan</li> <li>Eid-UI-Fitr</li> <li>Holi</li> <li>Varsakhi</li> </ul>
<b>Year 8</b>	<b>Identity and Belonging</b> <ul style="list-style-type: none"> <li>Judaism and Kosher Food</li> <li>Islam and the Five Pillars</li> <li>Sikhism and the 5 Ks</li> <li>British Identity</li> <li>Diversity and Respect</li> </ul>	<b>War and Peace</b> <ul style="list-style-type: none"> <li>Conflict and Reconciliation</li> <li>Just War</li> <li>The Quakers</li> <li>The United Nations</li> <li>Peacemakers</li> <li>Extremism</li> </ul>	<b>Life and Death</b> <ul style="list-style-type: none"> <li>What happens after you die?</li> <li>Heaven</li> <li>Reincarnation</li> <li>The Paranormal and Supernatural</li> <li>Bereavement and Grief</li> </ul>	<b>Martin Luther King</b> <ul style="list-style-type: none"> <li>Commitment/ Vocation</li> <li>MLK's Life and Faith</li> <li>Christian Pacifism/Non-violent action</li> <li>MLK and Civil Rights</li> </ul>	<b>Introduction to Religion and Moral Issues (Edexcel unit 'Matters of Life and Death')</b> <ul style="list-style-type: none"> <li>How should I treat others? (Golden Rule?)</li> <li>Religion, Law &amp; Euthanasia</li> <li>Religion, Law and Abortion</li> </ul>	<b>Introduction to Religion and Moral Issues (Edexcel unit 'Matters of Life and Death')</b> <ul style="list-style-type: none"> <li>Religion, Law and Abortion</li> </ul>
<b>Year 9</b>	<b>Human Rights Project</b> <ul style="list-style-type: none"> <li>Human Rights &amp; Children's Rights</li> <li>Refugees and Asylum Seekers</li> <li>Genocide- Holocaust / Rwanda / Rohingya</li> </ul>	<b>Human Rights Project</b> <ul style="list-style-type: none"> <li>Radicalisation / Fake News / Media</li> <li>Democracy / Freedom of Expression / Rights and Responsibilities</li> <li>Amnesty International and Open doors- letter writing</li> </ul>	<b>Eduqas Religious Studies specification A</b>  Christian Beliefs	<b>Eduqas Religious Studies specification A</b>  Christian Beliefs	<b>Eduqas Religious Studies specification A</b>  Islamic Beliefs	<b>Eduqas Religious Studies specification A</b>  Islamic Beliefs
<b>Year 10</b>	<b>Eduqas Religious Studies specification A</b>  Christian Practices	<b>Eduqas Religious Studies specification A</b>  Islamic Practices	<b>Eduqas Religious Studies specification A</b>  Good and Evil	<b>Eduqas Religious Studies specification A</b>  Good and Evil	<b>Eduqas Religious Studies specification A</b>  Relationships	<b>Eduqas Religious Studies specification A</b>  Relationships
<b>Year 11</b>	<b>Eduqas Religious Studies specification A</b>  Human Rights	<b>Eduqas Religious Studies specification A</b>  Life and Death	<b>Eduqas Religious Studies specification A</b>  Life and Death	<b>Eduqas Religious Studies specification A</b>  Revision and exam practice		



**Contact us:**

**Principal** - Miss D Gobbi

Oasis Academy Oldham  
Hollins Road  
Hollinwood  
Oldham  
OL8 4JZ

**T.** 0161 624 9630

**E.** [Transition.Team@oasisoldham.org](mailto:Transition.Team@oasisoldham.org)

**W.** [www.oasisacademyoldham.org](http://www.oasisacademyoldham.org)

Creating a  
community of  
choices & chances

**FIND US ONLINE**

 [@OldhamOasis](https://twitter.com/OldhamOasis)

 [www.facebook.com/OAOldham](https://www.facebook.com/OAOldham)

 [www.oasisacademyoldham.org](http://www.oasisacademyoldham.org)

**SEE US ON INSTAGRAM**



- [@oasisoldhamart](https://www.instagram.com/oasisoldhamart)
- [@oasisoldhamfood](https://www.instagram.com/oasisoldhamfood)
- [@oasisoldhamMFL](https://www.instagram.com/oasisoldhamMFL)
- [@oasisoldhamscience](https://www.instagram.com/oasisoldhamscience)
- [@oasisoldhamenglish](https://www.instagram.com/oasisoldhamenglish)
- [@oaoceiag](https://www.instagram.com/oaoceiag)
- [@oasfilm](https://www.instagram.com/oasfilm)
- [@oaogeography](https://www.instagram.com/oaogeography)
- [@oaoreligion](https://www.instagram.com/oaoreligion)