



Powerful Knowledge

IN..

**RELIGIOUS
EDUCATION**



Creating a
community of
choices & chances



RELIGIOUS EDUCATION

Why do we teach Religious Studies? (What is your curriculum aim/goal?)

- In Religious Studies we believe strongly in holistically educating our learners for life, so that they are able to leave our Academy as well-rounded members of the community and citizens of modern day Britain.
- Our Religious Studies curriculum provides enriching opportunities to explore Spiritual, Social, Moral and Cultural aspects of learning, encouraging them to think, question and decide about matters of faith and spirituality for themselves and to foster a spiritual and moral view of the world. Our learners will question 'how the world works' in a variety of ways and we will offer a window to society and how faith and spirituality, in both the past and the present, shapes and has shaped our lives.
- Children can learn to understand other people and the backgrounds for their belief or political ideas, to appreciate diversity and differences and learn to assess situations and how many different approaches can solve and provide answers to them. Matters of faith, culture and spirituality have inspired creativity for all of human history, and we wish to enable this creativity within our learners and become a beacon of excellent learning and teaching in OAO.
- We will encourage them to develop confidence and independence, as they work towards attaining the highest individual standards of progress and to develop their skills in reasoning, analysing and expressing their views and being able to transfer these skills into the wider curriculum and beyond their school years.

- Religious Studies at OAO is a means for children to develop not only academic skills but personal skills that can be transferred into their lives outside of school both now and in the future.
- We believe that this offer is equally important to all of our learners regardless of their faith, nationality, ethnicity, gender identity, ability or sexual orientation.

How do you do it?

From the beginning of Year 7 we begin our journey to having a comprehensive knowledge of different beliefs and values by ensuring that all children can understand the basics of faiths, with key language and religious terminology. We explore symbols, places of worship, festivals and founders and rites of passage. By the end of Year 7 all learners will be able to confidently talk about what different people believe and the different things that they do to show this.

Passing into Year 8, students will now use Year 7 as a foundation to be able to dive deeper into what people do in their lives and why, and how they make important decisions regarding moral issues and how they answer some of the big questions in life. This prepares them for the skills required for GCSE Religious Studies. It also inspires a love of learning by ensuring that the topics involved are current, relevant and stimulate discussion and expression. Students will examine such issues such as:

- **Is it ever right to go to war?**
- **What happens when you die?**
- **Why did Martin Luther King fight for equality?**
- **Is it ever right to terminate a pregnancy?**
- **Is it ever right to help someone to die?**

There is no limit to the discussions and expression that learners can have during Year 8.

In Year 9 we move to GCSE Religious Studies Edexcel B and continue this into Year 10 and Year 11. (Option).

The content of our course is determined to some degree by the specification and aims of learning given to us by the Exam Board.

We have worked hard to ensure that all lessons are not only covering the content that may be asked of in exams, but to continue with the stimulating and inspiring curriculum that allows students to continue to question the world around them, reflect upon their own experiences and discuss the views of others.

Some examples of this (by no means exhaustive) are:

- When examining the Five pillars of Islam we invite our Muslim students to make and deliver presentations about their own experiences of them.
- When examining Islamic belief in angels we listen to the Robbie Williams song 'Angels' and compare Williams' idea of angels with Islamic belief.
- When examining Christian ideas about God we use clips from Bruce Almighty and match the character's actions with the key concepts of God (all powerful, all knowing etc.).
- When examining Christian beliefs about creation and evolution students are asked to write a creation story and invent an original evolved animal.
- When examining Islamic beliefs about marriage and the family we debate the issue of sex before marriage and discuss how views have changed over time.
- When examining holy books in Christianity and Islam we discuss our own favourite books and why they are our favourite.
- When examining Islamic beliefs about abortion and euthanasia we will study current news stories about the issue and debate the rights/wrongs.
- When examining prophets in Islam we choose a 'Five-a-Side' team when selecting the most important.

- When examining pilgrimage in Christianity and Islam we have two different staff members that come into RE classes and give a presentation about their own pilgrimages.

What is happening in your classrooms and how do you know?

Lessons follow the agreed Academy standard slide, with titles and dates clear, and recall based do now and a stretch activity.

Book scrutiny's show a consistent approach using the lessons that are on the central drive-differentiated accordingly.

Teachers are using a range of question techniques to stimulate and stretch higher learners and support lower ability learners.

Work is differentiated for LPA students and those with additional language needs.

Our PP students are identified and supported individually depending on what suits them best in their lesson.

Students enjoy RE, they generally behave well. Most of the incidents of behaviour are involving students that do not manage their behaviour in wider contexts. Feedback is explicit and regular using the school feedback policy.

Literacy is valued, capital letters are highlighted in red on PowerPoints. Incorrect spellings of key words are corrected.

Praise is widely used, learners will receive postcards to communicate with home and praise stamps are given during the lesson.

Exam question practice is used frequently in KS4 RE. This gives children the opportunity to hone their techniques ready for the exam, with feedback and DIRT used throughout to perfect this.



Contact us:

Principal - Miss D Gobbi

Oasis Academy Oldham
Hollins Road
Hollinwood
Oldham
OL8 4JZ

T. 0161 624 9630

E. Transition.Team@oasisoldham.org

W. www.oasisacademyoldham.org

Creating a
community of
choices & chances

FIND US ONLINE

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

 www.facebook.com/OAOldham

 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)