



## OCL R.E. Curriculum: Long Term Plan

The central aim of the OCL RE Curriculum is for pupils to build robust mental models of the complexity of religious traditions, worldviews and forms of expression. 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. Within this they will be accessing an ever expanding domain of knowledge of religious traditions and worldviews.

### Year 7

In Year 7, OCL pupils will build upon the knowledge of world religions (aka “the Big 6”) acquired in primary school through the disciplinary study of three key themes – *What is religion? What do faith stories tell us about God? How do we know what we know?* These themes are sequenced in such a way as to allow learners to build a mental schema of the **Abrahamic faiths** and a **Dharmic Faith (this can be contextualised by individual Academies but Sikhism has been selected for planning purposes here)** and to build foundational schema of the three different disciplines which make-up RE. Here pupils will be introduced to the concepts and ways of knowing which underpin RE, in addition to being challenged to locate and describe their own lenses. Additionally, learners will start to make the important connections between different worldviews and will start to appreciate how belief drives behaviour and choice.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>What does it mean to be human?</b>  <b>Human Sciences and Theology</b>	<b>What does it mean to be human? ii</b>  <b>Human Sciences and Theology</b>	<b>What do faith stories tell us about God?</b>  <b>Theology</b>	<b>What do faith stories tell us about God? ii</b>  <b>Theology</b>	<b>How do we know what we know?</b>  <b>Philosophy &amp; Theology</b>	<b>How do we know what we know? ii</b>  <b>Philosophy &amp; Theology</b>
<b>Enquiry Question</b>	<i>Enquiry: “Religion on its’ own explains what it means to be human”.</i>  <ul style="list-style-type: none"> <li>Introducing RE: What is a worldview?</li> </ul>	<i>Enquiry: “Religion on its’ own explains what it means to be human”.</i>  <ul style="list-style-type: none"> <li>What does the Qur’an suggest about what it is to be human?</li> </ul>	<i>Enquiry: “The God of sacred texts is vengeful”.</i>  <ul style="list-style-type: none"> <li>What are the Abrahamic faiths exactly?</li> <li>How are the Abrahamic faiths linked?</li> </ul>	<i>Enquiry: “The God of sacred texts is vengeful”.</i>  <ul style="list-style-type: none"> <li>The birth of Jesus – how is this viewed and what does it tell us about God?</li> </ul>	<i>Enquiry: “Philosophy is more useful as a source of wisdom than religion”.</i>  <ul style="list-style-type: none"> <li>What is philosophy? What questions do philosophers ask?</li> </ul>	<i>Enquiry: “Philosophy is more useful as a source of wisdom than religion”.</i>  <ul style="list-style-type: none"> <li>What are sacred texts and how did we ‘get’ them?</li> </ul>



<b>Outline Content</b>	<ul style="list-style-type: none"> <li>• Social science – what questions does a social scientist ask</li> <li>• Ideas about human identity – physicalism dualism</li> <li>• Origin stories and humans; What does Genesis say?</li> <li>• What are the different ways in which Genesis can be viewed?</li> <li>• What does Genesis teach about what it means to be human?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the Big Bang suggest about humankind?</li> <li>• What does evolution / Out of Africa theory suggest about humankind?</li> <li>• Do the scientific theories and Genesis work against each other?</li> <li>• Humanism and humans</li> </ul>	<ul style="list-style-type: none"> <li>• The Abrahamic covenant – what is it and what does it tell us about God?</li> <li>• The story of Isaac – how is it viewed and what does it tell us about God?</li> <li>• Moses and the Abrahamic Covenant</li> </ul>	<ul style="list-style-type: none"> <li>• The crucifixion and resurrection of Jesus – how is this viewed and what does it tell us about God?</li> <li>• Muhammad and his revelation – what does this tell us about God?</li> <li>• Guru Nanak and his revelation – what does this tell us about God?</li> </ul>	<ul style="list-style-type: none"> <li>• Who was Socrates and what did he say about knowledge and wisdom?</li> <li>• Who was Plato and what did he say about knowledge and wisdom?</li> <li>• Who was George Berkeley and what did he say about knowledge and wisdom?</li> <li>• Who was Confucius and what did he say about knowledge and wisdom?</li> </ul>	<ul style="list-style-type: none"> <li>• Why are sacred texts considered a source of knowledge and wisdom?</li> <li>• The Bible as a source of wisdom and authority</li> <li>• The Qur’an as a source of wisdom and authority</li> <li>• The Guru Granth Sahib Ji as a source of wisdom and authority</li> </ul>
------------------------	---	--	--	--	---	--

## Year 8

In Year 8, OCL pupils will be challenged to examine three more Big Questions rooted within the different disciplines of RE: *Can we convincingly argue that God exists? Is there purpose to human suffering? Does religion really bring social justice?* These themes are sequenced in such a way as to allow learners to continue build a mental schema of the **Abrahamic faiths** and a **Dharmic Faith (this can be contextualised by individual Academies but Sikhism has been selected for planning purposes here)** and to expand schema of the three different disciplines which make-up RE. Throughout Year 8 progressively more complex theology is examined, explored and applied, developing both religious and philosophical literacy.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Can we convincingly argue that God exists?	Can we convincingly argue that God exists? ii	Is there purpose in human suffering?	Is there purpose in human suffering? ii	Does religion really generate social justice?	Does religion really generate social justice? ii



	<b>Philosophy</b>	<b>Philosophy</b>	<b>Philosophy and Theology</b>	<b>Philosophy and Theology</b>	<b>Theology, Human Sciences</b>	<b>Theology, Human Sciences</b>
<b>Enquiry Question</b>	<i>Enquiry: "Philosophy convincingly proves that God exists".</i>	<i>Enquiry: "Philosophy convincingly proves that God exists".</i>	<i>Enquiry: "Suffering has no purpose".</i>	<i>Enquiry: "Suffering has no purpose".</i>	<i>Enquiry: "Religion on its' own can create a just society".</i>	<i>Enquiry: "Religion on its' own can create a just society".</i>
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>The demography of belief – who believes what, where?</li> <li>Philosophy and God</li> <li>Does the argument from design prove the existence of God?</li> <li>Does Aquinas' First Cause argument prove that God exists?</li> </ul>	<ul style="list-style-type: none"> <li>Do Miracles prove the existence of God?</li> <li>Pascal's wager – can we use mathematics to prove God into existence?</li> <li>Does morality prove the existence of God?</li> <li>Humanism and God.</li> </ul>	<ul style="list-style-type: none"> <li>What are the causes and types of suffering?</li> <li>What does Genesis 3 teach us about the origins of suffering?</li> <li>Christian theodicies and the Story of Job</li> <li>The Free Will Defence</li> <li>Does suffering help our souls to 'grow'?</li> </ul>	<ul style="list-style-type: none"> <li>Suffering and al'Qadr</li> <li>Suffering, Sikhism and egoism</li> <li>Humanism and suffering</li> <li>Case Studies: Suffering as an opportunity to serve others (Salvation Army, Islamic Relief, Hospice Movement).</li> </ul>	<ul style="list-style-type: none"> <li>What is social justice?</li> <li>Marx, religion and social justice</li> <li>The Old Testament and social justice</li> <li>The lived example of Jesus and social justice</li> <li>How did Muhammad promote social justice?</li> </ul>	<ul style="list-style-type: none"> <li>A difficult truth – when faith has enabled social injustice [Dutch Reformed Church, Westboro Baptists, Caste].</li> <li>Faith in Action: Martin Luther King; Muhammad Ali; Sewa and Langar</li> </ul>

Year 9 builds upon substantive knowledge acquired in Years 7 and 8 through the studies of ethics and conflict. Here they can make links with previous learning on suffering and social justice, 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.

<b>YEAR 9</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	<b>How do we make moral decisions?</b>	<b>How do we make moral decisions? ii</b>	<b>Is religion a cause of conflict or a force for peace?</b>	<b>Is religion a cause of conflict or a force for peace? ii</b>	<b>Is all life equally special?</b>	<b>Is all life equally special? ii</b>
	<b>Philosophy and Theology</b>	<b>Philosophy and Theology</b>	<b>Theology, Human Science</b>	<b>Theology, Human Science</b>	<b>Philosophy and Theology</b>	<b>Philosophy and Theology</b>



<b>Enquiry Question</b>	<i>Enquiry: “We should always consider the situation when making moral choices”.</i>	<i>Enquiry: “We should always consider the situation when making moral choices”.</i>	<i>Enquiry: “Religious believers should always seek peace”.</i>	<i>Enquiry: “Religious believers should always seek peace”.</i>	<i>Enquiry: “ALL life is equally special”.</i>	<i>Enquiry: “ALL life is equally special”.</i>
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>• Making moral decisions – what is it to be moral?</li> <li>• Absolutism vs Relativism</li> <li>• What does Aristotle teach about virtue ethics?</li> <li>• What does Joseph Fletcher teach about situation ethics?</li> <li>• What does Bentham teach about utilitarianism?</li> </ul>	<ul style="list-style-type: none"> <li>• A case for human moral conscience?</li> <li>• Divine law and moral decision making: the Ten Commandments</li> <li>• Divine Law and moral decision making: Shariah</li> <li>• Sikhism, Bhai Gurdas and making moral decisions</li> </ul>	<ul style="list-style-type: none"> <li>• What are the causes of conflict?</li> <li>• An uncomfortable truth – the history of war and religion</li> <li>• A case for conflict? Religion and war– Just War and Harb al maqadis / lesser jihad</li> <li>• Sikhism – a warrior tradition?</li> <li>• Faith and pacifism</li> <li>• The ethics of pacifism</li> </ul>	<ul style="list-style-type: none"> <li>• Was Muhammad Ali a pacifist?</li> <li>• Case Study: Israel and Palestine – the complex history</li> <li>• Case Study: Israel and Palestine – the complex present</li> </ul>	<ul style="list-style-type: none"> <li>• What is the sanctity of life?</li> <li>• Jesus’ teaching on sanctity of all human life</li> <li>• Islam and the sanctity of all human life</li> <li>• Sanctity of Life vs Quality of Life – opposing concepts?</li> <li>• Euthanasia and The Right to Die debate</li> </ul>	<ul style="list-style-type: none"> <li>• Abortion and the Right to Life debate</li> <li>• Embryo research and the right to experiment debate</li> <li>• Peter Singer, animals and the sanctity of life</li> <li>• Abrahamic attitudes to animal rights / testing</li> <li>• Sikhism and animal rights / testing</li> </ul>