



### **Religious Studies, Citizenship and Personal Development**

#### **Curriculum**

Our provision for Religious Studies, Citizenship and Personal Development is coherently implemented across the Trust and importantly localised to meet the unique identity of each academy and its local community. As academies we are not required to follow the Locally Agreed Syllabus for Religious Education, however we have chosen to incorporate the key concepts from our Local Authorities where possible to best support the needs of our academy communities.

Religious Studies, Citizenship and Personal Development are taught through allocated curriculum time. Within the curriculum Religious Studies, Citizenship and Personal Development are taught, along with flexibility for academies to cover other key learning relevant to the current and emerging needs of their students and local communities.

#### **Spiritual, Moral, Social and Cultural (SMSC) development and appreciation of British Values**

British values and SMSC are integral parts of academy life, however by their very nature they will be addressed more frequently and in more detail during Religious Studies, Citizenship and Personal Development lessons. These areas focus on the development of the whole student and are whole academy responsibilities. Academies are conscientious in accurately mapping these aspects of the curriculum both across lessons and within the whole academy experience.

#### **Personal, Social, and Health Education (PSHE) and Relationship and Sex Education (RSE)**

From 2020 RSE is a statutory requirement in all schools in England. Our Academies map the requirements of RSE across subject delivery and through age appropriate guidance delivered within our tutorial and assembly programmes and calendared year group events that are delivered by external agencies and groups such as The Self Esteem Team, Spectrum Community Health, The Money Charity, HSBC, Heppsy, One Goal, South Yorkshire Police and Fire Service etc. Subject leads ensure they are familiar with the

statutory guidance and regularly check for updates or changes to the guidance. Within this curriculum there are a range of laws which students are introduced to, supporting their understanding of the modern society to which they belong.

PSHE and RSE are whole academy responsibilities so whilst a large part of this curriculum will be covered in Personal Development lessons it is not restricted to this subject but rather underpins our academies' wider curriculum delivery. Academies are conscientious in accurately mapping their compliance and regularly reflect and update this.

### **A Whole Academy Approach**

All subjects across the curriculum support the exploration of PSHE, RSE, SMSC and British Values coherently mapping appropriate aspects of this coverage to their subject schemes of work for example Rule of Law, Democracy and Individual Liberty are taught through History, English promotes healthy relationships and the British Values including Tolerance, Respect, Democracy, Individual Liberty and Rule of Law. Computer Science/ IT teach online safety, PE fosters an awareness of physical health and fitness and personal character through our 'Head, Heart and Hands' framework and Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, mental health, diet, prescribed and recreational drugs etc. By doing this we not only develop and deepen the knowledge our students have, but to also ensure that we have a coherent, consistent delivery model.

Our daily tutorial and assembly programmes support our students' personal development and understanding of these important aspects of our curriculum. A wealth of opportunities designed across the academic year provide both whole school and age appropriate events, programmes, trips and visits. For example MFL and The Arts trips to Barcelona, Paris, London and Berlin, student voice, further education and careers opportunities, community and academy events. We have also given students the opportunity to organise charity events, mentoring and leadership opportunities, workshops and masterclasses and attending events such as sustainability conferences for the OGAT Trust. We promote national and local awareness campaigns, observe local and national commemorations and celebrate diversity, empowering students to engage more widely in their personal, social, health, moral, spiritual, cultural education. Recent examples of this include Organ Donation Week, World Mental Health Day, Anti Bullying Week, Mission Christmas, community luncheons and our annual Remembrance Service.

Opportunities such as our Random Acts of Kindness initiative or Student Voice and enrichment programmes operate in our academy reflecting the needs and concerns of the student body such as our BEE Kind campaign, the Charity Committee, Eco Warriors, Mental Health Champions and Kindness Champions who all lead events and initiatives in the academy. A range of enrichment activities are timetabled to develop student talents.

The most important and guiding factor when devising our curriculum is to ensure that our students are given all the skills, knowledge and experience they need to effectively prepare them for their future in an ever-changing world. Our intent is to equip our students as global citizens and support them in becoming an efficient and contributing member of society who is able to stay safe and care for those around them.

### Religious Studies, Citizenship and Personal Development Curriculum Overview

At Outwood Academy Shafton our curriculum allocation is as follows:

Year group	Curriculum allocation
Year 7	<ul style="list-style-type: none"> <li>Religious Studies, Citizenship and Personal Development - 1 hour per week</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Religious Studies, Citizenship and Personal Development - 1 hour per week</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>Religious Studies, Citizenship and Personal Development - 1 hour per week</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>Religious Studies, Citizenship and Personal Development - 1 hour per week</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>Tutor and assembly programme whilst also including external agencies and personal development sessions</li> </ul>

Year 7										
Religious Studies, Citizenship	Unit 1- How can we be a great friend to others?	<i>Why are Life lessons important at OAS?</i>	<i>How can I decide whether friendship is healthy or unhealthy?</i>	<i>Why are great friends important?</i>						

<b>and Personal Development</b>	<b>Unit 2- How can we be a good citizen?</b>	<i>Identity: What factors make up both personal and national identity?</i>	<i>British Values: What are British Values, where can they be found in society and how are they beneficial?</i>	<i>Multiculturalism: What is multiculturalism and why is it important?</i>	<i>Racism, prejudice and discrimination :What is racism, prejudice and discrimination?</i>	<i>Being a good citizen: Why is it important we are good citizens?</i>			
	<b>Unit 3- What are healthy habits?</b>	<i>How can I manage my emotions?</i>	<i>Body Shaming- What are appearance ideals and where does pressure to achieve them come from?</i>	<i>Body shaming- How can we banish body talk?</i>	<i>What happens to me during puberty?</i>				
	<b>Unit 4- What is religion, faith and belief?</b>	<i>What is faith? How is faith different to fact? What makes a religion?</i>	<i>What are the six major religions? Why are these words special?</i>	<i>How do Hindus worship? WHY are some places special?</i>	<i>What are the beginnings of Sikhism?</i>	<i>What are the key features of Islam?</i>	<b>EXTRA Ultimate Question: Is Buddhism a religion without a God?</b>		
	<b>Unit 5- Somethings Not Right. How can we challenge prejudice, stereotypes and discrimination?</b>	<i>Somethings not right- What should we do?</i>	<i>How to respond to prejudice, stereotypes and discrimination?</i>	<i>What is consent?</i>					
	<b>Unit 6- Healthy Lifestyle Choices-How can we make them?</b>	<i>How is happiness linked to being connected to others?</i>	<i>How can we manage influence?</i>	<i>How can we make healthy lifestyle choices?</i>					
	<b>Unit 7- How</b>	<i>Why are these</i>	<i>Why are some</i>	<i>Faith: How do</i>	<i>Why are some</i>	<i>How do I and</i>	<i>What can be</i>	<i>What are the key</i>	

	does the belief in the life of Jesus influence the beliefs of Christians?	<i>words special in Christianity? What do Christians believe about God?</i>	<i>places special?</i>	<i>Christians worship?</i>	<i>places special? What are the key features of different types of church? What can you often find inside and outside a church?</i>	<i>others feel about life and the universe around us? Creation; what happened?</i>	<i>learnt from the lives of significant people of faith? How do Christians act in a charitable way?</i>	<i>features and symbolism of a Christian funeral?</i>	
	Unit 8- How can I make a positive impact in my local area?	<i>How can I understand the qualities of an active citizen?</i>	<i>How can we make a change on a local level?</i>	<i>Why is standing up for what you believe in important?</i>					
	Unit 9- Let's Talk About Anti-Semitism: What is antisemitism and how can we tackle it today?	<i>Faith: Who are the Jewish people and what is their history?</i>	<i>What is religious intolerance and antisemitism?</i>	<i>What is anti-semitism?</i>	<i>How can we tackle antisemitism today?</i>				

## Year 8

Religious Studies, Citizenship and Personal Development	Unit 1-What do I do if.....?	<i>What are the healthy and unhealthy characteristics of relationships online?</i>	<i>Why is it important not to pressure or manipulate someone?</i>	<i>What do I do if something gets shared? T</i>					
	Unit 2-Health and Wellbeing: How can we look after it and	<i>What can someone do to keep their teeth and mouth healthy?</i>	<i>What are the risks and effects of substance abuse?</i>	<i>What are the risks, influences and management strategies in relation to</i>	<i>What are the risks and consequences of alcohol abuse?</i>				

	make informed choices?			tobacco/ e cigarettes and vaping?					
	Unit 3- Why are laws upheld?	<i>Rights and Responsibilities: What is the importance of rules and laws?</i>	<i>What is the rule of law?</i>	<i>What is the role of police and what do they do where their power ends?</i>	<i>What is the difference between common and criminal law?</i>	<i>What are the differences between the criminal and civil courts?</i>	<i>What is terrorism and the consequences of it?</i>		
	Unit 4- What are the main beliefs and practices of Judaism?	<i>What are the key beliefs of the Jewish faith?</i>	<i>Why are some places special?</i>	<i>Why are some times special? What is a Bar/Bat Mitzvah and how is it celebrated?</i>	<i>What is the importance of Shabbat and how does it influence everyday life?</i>	<i>What is Kosher? How is it followed?</i>			
	Unit 5- Emotional Wellbeing: Why is it important ?	<i>•How can we manage our emotional wellbeing?</i>	<i>How can we deal with online stress and FOMO? Why is emotional wellbeing important?</i>						
	Unit 6- Respecting Me, You, Us: How can we act upon our own values in relationships and create positive cultures?	<i>What are my values and why are they important?</i>	<i>What effect can gender stereotypes have on relationships?</i>	<i>Body Image: What is the impact of messages and images on social media?</i>	<i>How can we create a positive culture?</i>				
	Unit 7-Philosophy and Ethics:	<i>Who is God? Is there a God? Where do people look for God?</i>	<i>Evil and Suffering: Why do Evil and Suffering exist?</i>	<i>Ultimate Truths and Mysteries: Is there life after death? WHAT are</i>	<i>Rights and Responsibilities: How do we decide what is right and</i>	<i>What is the difference between a humanist</i>	<i>What is the role of a celebrant in a humanist funeral?</i>		

	<b>What are the big questions of life and morality?</b>			<i>the different beliefs?</i>	<i>wrong?</i>	<i>marriage and a religious ceremony?</i>			
	<b>Unit 8- How are families different?</b>	<i>What do families have in common and how do they differ?</i>	<i>What are the different types of long term relationships?</i>						
	<b>Unit 9- What is Modern Britain's place in the world?</b>	<i>How does the free press impact on the privacy of individuals?</i>	<i>How can we spot fake news?</i>	<i>How does regulation and censorship vary in different countries?</i>	<i>What is the role of the UN, NATO and NGO's and how do we contribute?</i>	<i>What is happening in the world today?</i>			

## Year 9

<b>Religious Studies, Citizenship and Personal Development</b>	<b>Unit 1- How can I bring about political change in the future?</b>	<i>What is the British Constitution and is it effective?</i>	<i>What is the role and importance of local government?</i>	<i>How are powers devolved?</i>	<i>When I turn 18, how will I be able to vote?</i>	<i>How can a pressure group bring about political change?</i>			
	<b>Unit 2- How can we have a safe and healthy relationship?</b>	<i>What are the characteristics and positive aspects of healthy relationships?</i>	<i>What laws relate to sex and relationships and what do they mean for young people?</i>	<i>What is contraception, how effective is it and where could someone get it?</i>	<i>What is an STI and how can they be prevented and treated?</i>	<i>What is safer sex and how can risks be reduced through condom use and testing?</i>			
	<b>Unit 3- What is the law and how can we reduce risk?</b>	<i>Vaping: What are the impacts?</i>	<i>Exploring attitudes: the law, alcohol and cannabis . How can we manage influence?</i>	<i>What is the influence of gangs, role models and the media?</i>	<i>Extra: Home Office: Serious and organised crime</i>				



<p><b>Unit 4- How can we lead a safe and healthy lifestyle online?</b></p>	<p><i>How can I be safe on social media?</i></p>	<p><i>What is the darker side of gaming?</i></p>	<p><i>How can we resist peer pressure?</i></p>	<p><i>Body Shaming-How can we make sure everyone at our school feels confident in themselves and happy with their body image?</i></p>	<p><i>Respecting Me You Us: How can sexual content online impact attitude, behaviour, relationships and body image?</i></p>				
<p><b>Unit 5- What are the beliefs and teachings of Jesus Christ in the Bible? Easter term</b></p>	<p><i>Why are these words special? Trinity and the Bible</i></p>	<p><i>Why are some places special? What are the different types of worship in christianity and its importance?</i></p>	<p><i>Faith and Community: Why do people prefer to worship privately- away from the church?</i></p>	<p><i>Lives of Significant People of Faith: What is the role of the Vicar to Christians?</i></p>	<p><i>Feelings About Life and the Universe Around Us:What is the six day creation story and what are my beliefs?</i></p>	<p><i>Feelings About Life and the Universe Around Us:What are the Christian beliefs about charity including biblical sources?</i></p>			
<p><b>Unit 6- What positive impact does being physically active and good mental health have on me?</b></p>	<p><i>What are the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness?</i></p>	<p><i>How can we talk about our emotions accurately and sensitively, using appropriate vocabulary?</i></p>							
<p><b>Unit 7- How are our rights protected around the world?</b></p>	<p><i>Why are HR and Children's Rights important?</i></p>	<p><i>How does the European Convention of Human Rights work?</i></p>	<p><i>What is meant by the terms racism, prejudice and discrimination and how do they violate UK law?</i></p>	<p><i>What is being done to protect refugees?</i></p>	<p><i>What is humanitarian law and how is it used to protect victims of conflict?</i></p>	<p><i>Where is there a current humanitarian law crisis and what is the best option for dealing with it?</i></p>			



	<b>Unit 8: Families, parenting and relationship changes. What do I need to know?</b>	<i>What is love?</i>	<i>How can we identify relationship abuse?</i>	<i>What are the main challenges of parenthood?</i>					
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**Year 10**

<b>Religious Studies, Citizenship and Personal Development</b>	<b>Unit 1: Why is the rule of law important in the UK?</b>	<i>British Values: Why is democracy important in the UK?</i>	<i>British Values: What is the importance of the Magna Carta?</i>	<i>British Values: What is the impact of crime on our society?</i>	<i>British Values: What types of punishment is there in the UK and how does it differ around the world?</i>	<i>British Values: How can age impact the punishment given?</i>				
	<b>Unit 2: What do we need to know about consent?</b>	<i>Moral Thermometer- where is the line?</i>	<i>What are the consequences of sending a sext?- Just Send It:</i>	<i>Why is freedom and capacity important?</i>	<i>Why are there no excuses? T</i>	<i>Why does no one have the right to assume another person is consenting?</i>	<i>Why is this sexual harassment?</i>	<i>Where can we go for advice and support?</i>		
	<b>Unit 3: What positive impact does physical activity and good mental health have on me?</b>	<i>How can we look after our mental health?</i>	<i>How can society challenge stigma, stereotypes and misinformation?</i>	<i>How can we manage change?</i>						
	<b>Unit 4: What are the practices and</b>	<i>Why are these words special? Why are the</i>	<i>Why are some places special? What is the</i>	<i>Why are some times special? What is the</i>	<i>Why are these words special? What is the</i>	<i>Lives and Significant People of Faith: What</i>	<i>Why are some times special? What are the key</i>			

	<b>beliefs of Buddhism?</b>	<i>events in the life of the Buddha so important?</i>	<i>importance of meditation for Buddhists?</i>	<i>process of Karma and rebirth in Buddhism? K</i>	<i>eightfold path?</i>	<i>are the five moral precepts?</i>	<i>features of the festival of Wesak?</i>		
	<b>Unit 5: What is the concept of marriage and family?</b>	<i>How can a long term relationship become legally binding?</i>	<i>Why do people get married and why must it be freely entered into?</i>	<i>What are the characteristics of successful parenting?</i>	<i>What are the emotions someone may feel in an unplanned pregnancy?</i>	<i>Why are there strongly held views on either side of the abortion debate?</i>	<i>How can we respond to an unhealthy relationship?</i>		
	<b>Unit 6: Philosophical and Ethical dilemmas: How do ethics influence our lives?</b>	<i>What are different ideas about Creation? D</i>	<i>What is the evidence for life after death?</i>	<i>Why do people have morals?</i>	<i>What is the pro life/ pro choice debate?</i>	<i>What impact have we had on the planet and is it reversible?</i>	<i>What are the actions of business and the impacts of these?</i>		
	<b>Unit 7: What impact can influence have on us?</b>	<i>Exploring influence: What is the influence and impact of drugs and gangs?</i>	<i>Exploring influence: What is the influence and impact of drugs and gangs? Part Two</i>						
	<b>Unit 8: How can I prepare for my future?</b>	<i>What is a CV? How can I write a good personal statement?</i>	<i>How can I write my letter application?</i>						

If you would like to discuss the Life and Personal Development curriculum please contact the academy on 01226 717730 / [enquiries@shafton.outwood.com](mailto:enquiries@shafton.outwood.com)