



### **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 community.

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.

The intent of our Personal Development and RE curriculum is to provide a stimulating environment which will foster self-belief, confidence and independence of the young people that we serve, whilst providing holistic learning opportunities which reach beyond the academic curriculum and develop further into real life applications. We intend to give all young people the skills and knowledge to successfully engage within society and have a positive impact within the local community.

#### **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.

## **Religious Education, PHSE and Citizenship**

The Personal Development and RE (PDR) curriculum is taught through allocated Personal Development and RE/ Health and Wellbeing lessons. The curriculum covers a range of areas and therefore has been devised to allow academies to deliver a personalised curriculum to their students ensuring they are able to meet the developing needs of their students and community. Within the Personal Development and RE curriculum Religious Education, Citizenship, PSHE and RSE are covered, along with time for academies to cover other content relevant to the current and emerging needs of their students. Academies may offer GCSE Religious Education, Citizenship or both dependent on their students interests and teacher expertise. Aspects of our Behaviour policy are embedded within this curriculum which specifically addresses the policy once a half term for all year groups, cross referencing our values *'Be safe, be respectful, be responsible'*. Being respectful is aligned to RE content. Being responsible is aligned to Citizenship content. Being safe is aligned to PSHE and RSE content taught through RE/Life.

### **Citizenship**

Four Citizenship themes are taught, each covering a range of strands that encourage students to consider British Values, rights and responsibilities. These units include politics and participation, life in modern Britain, and rights and responsibilities. The final unit is active citizenship which is tailored to their local area and concerns. These are taught in varying levels of detail and complexity throughout KS3 and KS4.

### **Religious Education**

Eight RE themes are taught, each covering a range of strands for students to consider. Students will focus more on Christianity to reflect the nature of the UK, a largely Christian country and an introduction to the remaining world religions. They will also study Judaism, Islam, Hinduism, Buddhism, and Sikhism as well as a unit on non-religious worldviews and a unit focused on a religious theme (religion and family). These are taught in varying levels of detail and complexity throughout KS3 and KS4. For instance, the bigger ethical discussions around religion and family are taught in Y10 as well as the exploration of a variety of non-religious perspectives.

### **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 Tom Talks, NHS Trust Organ Donation, Gamcare, South Yorkshire Police, South Yorkshire Fire Service, The Self Esteem Team and Prison?Me?No Way! 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.

### **A Whole Academy Approach**

PSHE and RSE are whole academy responsibilities so whilst a large part of this curriculum will be covered in Personal Development and RE 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.

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 whilst English and the arts support the appreciation of the influences that have shaped our heritage and those of others. Our IT departments teach online safety, PE fosters an awareness of physical health and fitness and Science teaches the facts about puberty, illegal substances, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. The ACE programme is included in some Personal Development lessons and is part of our induction programme for Year 7 and 8 students. This supports their transition to secondary education to ensure they gain clarity and understanding in the conduct expected of them. The central messages of Be Safe, Be Respectful, Be Responsible sit at the heart of the programme. Here at Outwood Academy Shafton we believe that this will enable our students to be extraordinary. 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, First Aid workshops, Spectrum, Prison?Me?No Way?, South Yorkshire Police, South Yorkshire Fire Service, Tom Talks, Youth Association, NHS programmes, Barnsley Football Club. Enrichment opportunities are shared termly and this has been accompanied by trips to places such as Berlin, Barcelona, Paris and day trips to Hornsea, York and Whitby, Harry Potter Studios, theatre trips and many more. Our Student Voice attend the termly Outwood Family Student Voice Conference where they meet other students from other academies discussing important issues such as diversity, mental health, wellbeing, careers, future lives and sustainability. 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 our annual remembrance service, Anti Bullying Week, Student Voice Prime Minister election, Votes for Schools Secondary School of the Year, Barnsley Chronicle Young Community Group of the Year (Student Voice), World Mental Health Day, elderly luncheons, Macmillan coffee and cake, Mission Christmas and other national awareness days.

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 the wellbeing of other students, Bee Kind campaigns, Anti Bullying Ambassador initiatives, Charity Committee, Student Voice Leadership team and form

representatives. Our enrichment programme is reviewed every half term by departments. For example during the first half term we have 30 different enrichments including Art, English and BEE Kind Club throughout the week not including the vast PE enrichment offer!

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.

Intrinsic	Enhancement	Academic	Elective
<p><b>We believe in safety, respect and responsibility.</b></p> <ul style="list-style-type: none"> <li>• Attitudes to Learning</li> <li>• Positive Behaviour</li> <li>• Habits of Study</li> <li>• Learning Routines</li> <li>• Ethic of Accuracy</li> <li>• High Expectations</li> <li>• Shared Values</li> <li>• Kindness</li> <li>• Tolerance</li> <li>• Inclusivity</li> <li>• Safety</li> <li>• Respect</li> <li>• Responsibility</li> </ul>	<p><b>We believe education supports personal growth.</b></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Assemblies</li> <li>• Careers</li> <li>• PSHE</li> <li>• SMSC</li> <li>• Mental Wellbeing</li> <li>• Relationship &amp; Sex Education</li> <li>• Health education</li> <li>• Emerging Issues</li> <li>• Commemoration</li> <li>• Celebration</li> <li>• Remembrance</li> </ul>	<p><b>We believe in a rich broad and balanced provision.</b></p> <ul style="list-style-type: none"> <li>• 25 lessons per week</li> <li>• Cross curricular-links</li> <li>• Cross cutting themes</li> <li>• Catch up &amp; Intervention</li> <li>• Revision masterclasses</li> <li>• Reading</li> <li>• Extended Learning</li> <li>• Online learning programs</li> </ul>	<p><b>We believe in education beyond the classroom.</b></p> <ul style="list-style-type: none"> <li>• Trips &amp; Visits</li> <li>• Praise</li> <li>• Student Voice</li> <li>• Competition and Representation</li> <li>• Student Leadership</li> <li>• Charity Work</li> <li>• Outwood Honours Programme</li> </ul>



## 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- 1 hour per week.</li><li>• Personal Development and RE (PDR)- 1 hour per week.</li><li>• Health and Wellbeing - 1 hour per week</li><li>• Assembly and form programme (including Votes for Schools)</li><li>• Whole Academy Personal Development opportunities</li></ul>
Year 8	<ul style="list-style-type: none"><li>• Personal Development and RE (PDR)- 1 hour per week.</li><li>• Assembly and form programme (including Votes for Schools)</li><li>• Whole Academy Personal Development opportunities</li></ul>
Year 9	<ul style="list-style-type: none"><li>• Personal Development and RE (PDR)- 1 hour per week.</li><li>• Assembly and form programme (including Votes for Schools)</li><li>• Whole Academy Personal Development opportunities</li></ul>
Year 10	<ul style="list-style-type: none"><li>• Personal Development and RE (PDR)- 1 hour per week.</li><li>• Assembly and form programme (including Votes for Schools)</li><li>• Whole Academy Personal Development opportunities</li></ul>
Year 11	<ul style="list-style-type: none"><li>• Assembly and form programme (including Votes for Schools)</li><li>• Whole Academy Personal Development opportunities</li></ul>

### Scheme of Learning overview

Year 7 PD	Unit	1	2	3	4	5	6	7	8
Unit 1	PHSE: What is a healthy relationship?	What is Personal Development and RE?	Where can I get support at OAS?	How can I manage my emotions?	How can I maintain healthy friendships?	How can I connect with others?	How can I manage conflict?	Extra: How can I promote good self esteem within myself?	
Unit 2	PHSE: How is my body changing?	What is puberty?	How does puberty affect the brain?	Part One: How does puberty affect our bodies?	Part Two: How does puberty affect our bodies?	How can I set healthy boundaries?	What is an age appropriate relationship?	Extra: How might I handle relationship pressure?	
Unit 3	PHSE: How can I maintain healthy online relationships?	How can our digital footprint impact our lives?	How are people scammed online?	What is the problem with fake news?	How can online trends become dangerous?	Why might cyber relationships not always be as they seem?	How can cyberbullying affect someone's wellbeing?		
Unit 4	CITIZENSHIP: What shapes our identity?	How is our identity influenced by outside factors?	How do British values impact our society?	How diverse is Britain today?	How do other cultures influence our society?	To what extent does discrimination still exist today?	How can we be good citizens?		
Unit 5	CITIZENSHIP: How does our government work?	What is a democracy?	What other government structures exist?	How is our government and parliament structured?	What are the powers available to our government and parliament?	How can the government be held accountable?	How significant are pressure groups in holding the government accountable?	How does our voting system work? Extra	
Unit 6	CITIZENSHIP: What does it mean to be an active citizen?	What is the role of a citizen?	How can we oppose national issues?	How can we oppose local issues?	How has our government responded to past opposition?	How can I manage my own campaign?	How can I reflect upon my campaign findings?		

Year 8	Unit	1	2	3	4	5	6	7	8
Unit 1	PSHE: How can I protect myself online?	How can we protect our privacy online?	How can online gambling become a problem?	What online crimes are there?	How might someone fall victim to sextortion?	Why is it important to manage our online image?	How can we manage our online image and respond to trolling?	How can we respond to online hatred?	
Unit 2	RE Judaism: What does it mean to be Jewish?	How does Judaism's history shape its beliefs and practices?	How do sacred texts and beliefs guide Jewish life	How do religious practices enhance community and personal faith?	How do religious holidays reflect Jewish values in history?	How does the Jewish life cycle connect individuals to their faith and community?	How does Jewish culture enrich both Jewish and global communities?		
Unit 3	CITIZENSHIP: : How do national and international organisations impact our lives?	How much autonomy do we have in the UK?	How does fake news impact our lives?	How is our speech regulated within the UK?	What role do international organisations play in our lives? UN and NATO	What role do international organisations play in our lives? EU and WTO	What role do international organisations play in our lives? NGO's		
Unit 4	RE HINDUISM: What does it mean to be Hindu?	How does hinduism's history shape its beliefs and practices?	How does sacred text and belief guide Hindu life?	How do Hindu deities and practices reflect on the diversity with Hinduism?	How do Hindu practices enhance community and personal spirituality?	How does the Hindu life cycle and social structures shape Hindu?	How does Hinduism continue to evolve and influence the world today?		
Unit 5	PSHE: How are relationships and mental health linked?	What values are important in all relationships?	What factors may influence our relationships?	How might our sexual and gender orientation adjust our relationships?	How might mental health issues impact upon our relationships?	How can we challenge the stigma around mental health issues?	How can we maintain positive mental health?		
Unit 6	CITIZENSHIP: To what extent are human rights protected around the world?	What are human rights available to us? Child rights	What influence does the ECHR have on human rights around the world?	To what extent is racism 'dealt' with around the world?	To what extent are the rights of refugees protected around the world?	What influence does humanitarian law have on human rights around the world?	How are human rights compromised around the world? North Korea		

Year 9	Unit	1	2	3	4	5	6	7	8
Unit 1	PSHE: What does it mean to have a safe and healthy relationship?	How can we maintain healthy relationships?	Spectrum: What is sexual consent?	Spectrum: What laws relate to relationships and sex?	Spectrum: What is contraception?	Spectrum: How can STI's be prevented?	What is safer sex?	What does abuse look like in romantic relationships?	How can relationship abuse take place online?
Unit 2	RE BUDDHISM: What does it mean to be a Buddhist?	How does Buddhism's history shape its beliefs and practices?	How can the Eightfold Path be applied in modern life?	How do sacred texts contribute to diversity in buddhism?	How do Buddhists practices contribute to spiritual growth and well being?	How can Buddhist ethics be applied to contemporary issues?	How does Buddhism continue to evolve and influence the world today?		
Unit 3	CITIZENSHIP: How will I be involved in Politics in the future?	What is a constitution?	What is the role of the local government?	How does the devolution of power work in the UK?	How does voting vary around the world?	How do beliefs vary across the political spectrum?	What is the significance of voting in the UK?		
Unit 4	RE SIKHISM: What does it mean to be Sikh?	How does Sikhism's history shape its beliefs and practices?	How do core Sikh beliefs influence their daily lives?	How do the teachings of the Gurus continue to inspire Sikhs today?	How do Sikh practices enhance community and personal spirituality?	How do Sikh festivals and Sikh values and history?	How does Sikhism continue to evolve and influence the world today?		
Unit 5	PSHE: How does crime impact lives?	What is the impact of risky behaviours?	How can we manage influence?	Why do people join gangs?	Why are young people targets in county lines exploitation?	What is the impact of knife crime?	What is CCE?		
Unit 6	CITIZENSHIP: How does crime and punishment work in the UK?	What are the different types of crime?	What is the impact of crime in the UK?	How does our criminal justice system work (CPS)?	How are crimes punished in the UK?	How can we prevent young people from offending?	To what extent can our prisoners be rehabilitated?		



Year 10	Unit	1	2	3	4	5	6	7	8
Unit 1	PHSE: How can we maintain our mental health?	How can we recognise mental health issues?	What is a healthy way to manage our mental health?	What is the impact of unhealthy coping strategies?	What is the impact of unhealthy coping strategies?	How does addiction affect people's lives?	How can we cope with loss?	Where can we get support in Barnsley?	
Unit 2	RE: How do non religious beliefs impact us and the world?	How does understanding of different worldviews help in promoting tolerance and empathy?	How does secular humanism compare to religious views in addressing life's big questions?	How do different religions and worldviews shape culture and societies?	What can we learn from indigenous worldviews about sustainability and community?	How does postmodernism influence contemporary culture and thought?	How will you apply what you have learned about world views in your daily life?		
Unit 3	CITIZENSHIP: What does our government view as criminal?	Why do we have laws?	What is the rule of law?	What is the role of the police?	What is the difference between common and criminal law?	How do criminal and civil courts function differently?	How do governments around the world define opposition?		
Unit 4	RE: How is our identity impacted by religion?	How do religious beliefs influence the values and practices within a family?	How do religious views on marriage impact family dynamics?	How does religious upbringing influence a child's development and world view?	How do religious gender roles impact family structure and relationships?	How do religious celebrations contribute to family cohesion and spiritual growth?	How can understanding and respect for diverse religious practices enhance family life?		
Unit 5	PHSE: How might family values influence our views on relationships?	How do you manage familiarial conflict?	How can relationships be legally bound?	How might the breakdown of a family impact it's structure?	What is the role of a parent?	How does pregnancy change someone's life?	How the path to parenthood might vary for different people?		
Unit 6	CITIZENSHIP: How can I be an active citizen in my community?	What is active citizenship?	What are our local issues?	Which local issue will I focus on?	How will I research my campaign area?	What have I learnt from my campaign?	What was the impact of my campaign?		

Year 7 RE	Unit	1	2		3	4	5	6	7
Unit 1	What is religion?	What is religious education?	What is a religion?	What are ultimate questions?	How did the universe begin?	What is the meaning of life?	Why do religions have rules?	EXTRA What is the role of stories in religion?	
Unit 2	Christianity: How does perspective change the image of God?	What are the origins of God?	How does Abraham's perspective change the image of God?	How does Moses's perspective change the image of God?	How does Esther's perspective change the image of God?	How does Ruth's perspective change the image of God?	How does Job's perspective change the image of God?	How does perspective change the image of God?	
Unit 3	Christianity: What can we learn from the new testament?	Why is there a new testament?	What can we learn overall from the new testament?	What can we learn from the gospels of Matthew and Mark?	What can we learn from the gospels of Luke and John?	Who were the apostles and why were they significant?	How does the book of Revelation affect Christians today?	EXTRA: What are the overall messages behind the epistles? How do these influence Christianity?	
Unit 4	What does it mean to be Christian in practice?	How do Christians worship?	How can prayer and devotion vary for different Christians?	How do Christians make decisions?	What does it mean to serve 'the least of these'?	To what extent is community important to christians?	How do christians share their faith?		
Unit 5	What does it mean to be muslim?	What is Islam?	Who is Muhammad and why is he important to Islam?	What are the origins of the Quran?	How do the five pillars of Islam compare to our core values?	What are some of the core Islamic beliefs that influence Muslims today?	To what extent is Sharia Law still part of our world?		
Unit 6	How has Islam impacted the world?	How does Sufism impact Islam?	How has Islamic art and culture affected the world?	What is the role of women in Islam and how does this compare to men?	How has the history of Islamic civilisation affected the world?	What is Islam like for modern day muslims?	What is Islam's relationships like with other faiths and communities?		

If you would like to discuss the Personal Development and Religious Studies curriculum further, please contact the academy at: [enquiries@shafton.outwood.com](mailto:enquiries@shafton.outwood.com)