



## RELIGIOUS EDUCATION & CITIZENSHIP

### **Religious Education and Citizenship**

Our provision of Religious Education and Citizenship 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.

The RE/Life curriculum is taught through allocated Life 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 RE/Life 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.

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.

### **Year 7 and 8**

Four Citizenship themes are taught, each covering a range of strands that encourage students to consider life in modern Britain and incorporate British Values, rights and responsibilities. Students engage in active citizenship which is tailored to their local area and concerns.

Five 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, they also consider a second world religion from the remaining 5 major world faiths, along with Humanism, philosophical and ethical dilemmas and an introduction to the remaining world religions.

### **Year 9 and 10**

Three Citizenship themes are taught, each covering a range of strands for students to consider. These are intended to connect and deepen their Year 7 & 8 curriculum study. Students will consider their politics and participation within society along with rights and responsibilities in crime and punishment and in global concerns.

Four 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 as a largely Christian country. They will also consider another world religion different to the one studied in Years 7 & 8. Students will also consider philosophical and ethical dilemmas along with evil and suffering. These themes are intended to connect and deepen their Year 7 & 8 curriculum study. Additionally, academies can decide to support the delivery of their Careers Education curriculum at the end of Y10 by utilising up to four RE/Life lessons.

### **Spiritual, Moral, Social & 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 RE/Life lessons. These areas focus on the development of the whole pupil and are whole academy responsibilities. Academies are conscientious in accurately mapping these aspects of the curriculum both across subjects and within the wider curriculum they provide.

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

From 2020 RSE is a statutory requirement in all schools in the UK. 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 British Heart Foundation 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 support 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 RE/Life 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 (PSHE & British Values) is taught through History whilst English and the arts support the appreciation of the influences that have shaped our heritage & those of others (SMSC). Our IT departments teach online safety (PSHE), PE fosters an awareness of physical health and fitness (PSHE) and Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (RSE) etc. By doing this it not only enables us to 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. 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. Opportunities such as our Random Acts of Kindness initiative or student voice and enrichment programmes operate in all our academies but the causes they promote, charities they support or enrichments activities they offer are personalised to meet their students' interests and reflect their communities.

These aspects of our curriculum are designed to allow the freedom of delivery for specialists while giving scope to address key local and national issues, meet statutory requirements and ensure a high level of consistency across the Trust.

The most important and guiding factor when devising this curriculum has been 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.

### Citizenship Overview

#### Year 7, 8, 9, and 10

<b>Active Citizenship - local councils</b>	What is Active Citizenship?	How can we make a change on a local level? Local councils	Why is standing up for what you believe important?	Local issue/active citizenship - research	Local issue/active citizenship - planning	Local issue/active citizenship - taking action
<b>Modern Britain - Identity</b>	Identity	Diversity	Multiculturalism	Racism, prejudice and discrimination	British Values	Being a good citizen
<b>Modern Britain - media and international relations</b>	Free press and privacy	Fake news	Regulation and censorship - international example	UN and NATO	WTO and EU	NGOs
<b>Rights and responsibilities - why do we have laws?</b>	Why do we have laws?	Rule of law	Role and power of the police	Common law vs criminal law	Criminal and civil courts	Terrorism

## Citizenship Outcomes: Year 7, 8, 9 and 10

### Active Citizenship

<b>What is Active Citizenship?</b>	What active citizenship is, the effectiveness of active citizenship and the different forms it can take.
<b>How can we make a change on a local level? Local councils</b>	Differing ways to change your local area, the makeup and function of local councils.
<b>Why is standing up for what you believe important?</b>	Why it is important to stand up for what you believe, the opportunities and barriers to citizen participation in democracy.
<b>Local issue/active citizenship – research</b>	What issues and problems there are in the local area and possible causes of these.
<b>Local issue/active citizenship – planning</b>	Which issue they will focus on and justify decisions and planning active citizenship.
<b>Local issue/active citizenship - taking action</b>	Carry out action and evaluate the effectiveness of the action.

### Modern Britain: Identity

<b>Identity</b>	Factors which make up both personal and national identity, including 'Britishness', some differences in identities of the four nations of the UK.
<b>Diversity</b>	What diversity is, the importance and impact of diversity and the pros and cons of diversity. The need for mutual respect within diverse societies.
<b>Multiculturalism</b>	What multiculturalism is, what it has brought to the UK - both positive and negative - evaluate the benefits of living in a multicultural society.
<b>Racism, prejudice and discrimination</b>	What these terms are, how they are connected, the causes and consequences of such, including a case study.
<b>British Values</b>	What British Values are, where they can be found in society and how they are beneficial.
<b>Being a good citizen</b>	What it means to be a citizen, responsibility and importance as a citizen, impact of negative/positive citizens.

### Modern Britain: media and international relations

<b>Free press and privacy</b>	The role and importance of freedom of the press, when it might be restricted and why, and right to privacy.
<b>Fake news</b>	What fake news is, the dangers and impact it can have and how to spot it, including issues relating to social media.
<b>Regulation and censorship - international example</b>	Example of a nation where regulation and censorship are in stark contrast to the UK and evaluate this.
<b>UN and NATO</b>	What the UN and NATO are, their history, function and the UK contribution to these organisations.
<b>WTO and EU</b>	What the WTO and EU are, their history, function and UK contribution to these organisations.
<b>NGOs</b>	What NGO's are, their function, consider examples and the work they do.

### Rights and responsibilities: why do we have laws?

<b>Why do we have laws?</b>	Purpose of laws, their function as protection and deterrence, age related legal entitlements, the age of criminal responsibility.
<b>Rule of law</b>	The principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law, fairness, justice and discrimination.
<b>Role and power of the police</b>	What the police do (including various differing examples), where their power ends.
<b>Common law vs criminal law</b>	What each type of law is, their benefits and drawbacks and examples, including how they differ.
<b>Criminal and civil courts</b>	The function of each court, what they deal with and examples; including non-criminal tribunals and the youth justice system.
<b>Terrorism</b>	Purpose of terrorism, examples, and consequences, the terrorism act.

## Religious Education Overview

**Year 7, 8, 9 and 10**

<b>Christianity</b>		Nature of God	Denominations	Forms of worship; church	Jesus; crucifixion and resurrection		
		Church	Creation	Charity; at home	Funerals		
<b>2nd religion in depth x1</b>	<b>Judaism</b>	Abraham	Kosher	Shabbat	Bar Mitzvah	Synagogue	Torah
	<b>Islam</b>	Muhammad	Quran	Mosque	Eid	5 pillars	Hajj
	<b>Hinduism</b>	Brahman	Diwali	Holi	Puja	Karma	Samsara and Moksha
	<b>Buddhism</b>	Buddha	Meditation	Karma and rebirth	8-fold path	5 moral precepts	Wesak
	<b>Sikhism</b>	Guru Nanak	10 Gurus	Gurdwara	Sewa	Gurpurbs	Khalsa
<b>Humanism</b>		Charity	Evil	Marriage	Funerals	Life after death	
<b>P&amp;E</b>		Is there a God?	How did life begin?	Why do bad things happen?	Is there life after death?	How do we decide what is right and wrong?	
<b>Introduction to world religions</b>		Religion, faith and belief	6 Major world religions	Judaism	Islam	Hinduism	Sikhism Buddhism

## Religious Education Outcomes: Year 7, 8, 9 and 10

### Christianity

<b>Nature of God; Classical theism</b>	Christian beliefs about God including God as Creator, omniscient, omnipotent and omnibenevolent.
<b>Denominations</b>	That there are different Christian denominations and differences between these including the Protestant split from the Catholic Church and one modern day denomination for example Methodism or Baptism.
<b>Forms of worship; Church</b>	Different forms of worship which take place in the church, for example prayer, icons, hymns and devotions.
<b>Jesus; crucifixion and resurrection</b>	The events of the crucifixion and resurrection and the significance of these for Christians.
<b>Church</b>	The key features of a Church and understand that these differ between denominations through considering the differences between two, for example between Catholic churches and Meeting Houses.
<b>Creation</b>	The two differing accounts of creation in Genesis 1&2.
<b>Charity; at home</b>	How Christians can and do act in a charitable way in their daily life and local community, and some key teachings which support this for example the Sermon on the Mount.
<b>Funerals</b>	The key features of Christian funerals and the symbolism and importance of these acts.

### Philosophy and Ethics

<b>Is there a God?</b>	Terms of atheism, theism, agnostic, and reasons for each belief, reflect on personal beliefs about God.
<b>How did life begin?</b>	Different ideas about how life on earth began including Christian 7-day creation, another religious view and a scientific view.
<b>Why do bad things happen?</b>	Why bad things, in particular natural or unexplained events take place and if there is a cause for this including no God, God not intervening, luck and chance.
<b>Is there life after death?</b>	Personal beliefs about the afterlife, and consider common beliefs including no afterlife, heaven & hell and spiritual afterlife.
<b>How do we decide what is right and wrong?</b>	Different ideas about where we learn right and wrong including society, parents and as an innate sense and consider reasons people act in negative ways.

## Humanism

<b>Charity</b>	Humanist beliefs about the role and importance of charity and their beliefs about giving to religious causes.
<b>Evil</b>	Beliefs about the importance of trying to prevent rather than just understand evil and how they may try to minimise this in their lives.
<b>Marriage</b>	Beliefs about the role and importance of marriage, typical features of a ceremony and recognition in law.
<b>Funerals</b>	Purpose and features of a Humanist funeral and the role of the celebrant.
<b>Life after death</b>	The purpose of life and living as well as possible and the impact of this on everyday life along with the rejection of traditional religious beliefs about life after death.

## Introduction to world religions

<b>Religion, faith and belief</b>	What is faith? How is faith different to fact? What makes a religion?
<b>6 Major world faiths</b>	The symbols, figures, sacred texts and key beliefs of each religion, and the similarities and differences.
<b>Judaism</b>	Historical roots of Judaism including who the Jews are, their key beliefs of being the chosen people, Abraham as founder, the 10 commandments and Kosher food laws.
<b>Islam</b>	The key features of Islam; Mecca, Muhammad (PBUH), Ramadan, no art work of humans.
<b>Hinduism</b>	How Hindus worship, key beliefs including karma, Trimurti and reincarnation.
<b>Sikhism</b>	The beginnings of Sikhism, the 10 Gurus and Sewa.
<b>Buddhism</b>	Whether Buddhism is a religion without a God, who was the Buddha and how Buddhists live.