



RELIGIOUS EDUCATION & CITIZENSHIP

Religious Education and Citizenship

Our provision of Religious Education and Citizenship is coherently implemented across the Trust and importantly contextualised 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.

Our Personal Development offer at Outwood Academy Carlton is a coherently planned strategy that brings together all 4 strands of the OGAT curriculum model to ensure that: Our curriculum extends beyond the academic, technical and vocational, We support students to develop in many diverse aspects of life and we prepare students for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. The Personal Development offer at Outwood Academy Carlton will be broad, supporting students to: 'Be Safe, Be Respectful, Be Responsible and Be Extraordinary'.

The RE/Life curriculum is taught through allocated Life lessons. The curriculum covers a range of areas and therefore has been devised to allow us 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 staff 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.

Our RE/Life lessons follow a spiralled curriculum, therefore topic areas taught in Year 7, will develop in complexity and require students to develop opinions and gain a deeper understanding of various cultures, their stance on crime and punishment and their views on evil and suffering throughout each year.

At Outwood Academy Carlton, Personal Development is Caught, Taught and Sought with the view of growing well informed, 'good' human beings who are armed with the character, skill and emotional intelligence to be personally, occupationally and/or professionally successful people.

The Caught strand is built upon how we as staff and students develop character traits which are valued by wider society, not just within an academy. The aim is for all students to develop character to ensure they are not just successful academically, but successful in ways that sit outside the academic curriculum. The Character traits which are 'caught' within this academy are supported and stem from educational research: Ritualisation to Actualisation, Integrity and Self Awareness, Discernment and Decision Making, Civility and Etiquette, Teamwork and Reciprocity, Curiosity and Creativity.

'Taught' is the content in which we deliver in Life/RE lessons. Again, this follows a spiralled curriculum which aims to develop, not only, student knowledge but understanding of content. The taught strand follows statutory guidance which ensures, as children start to approach adulthood, we give them the tools to keep themselves safe and to flourish. This relies on them getting the right information at the right time, which includes clear age limits for the teaching of the most sensitive content.

The 'Sought' strand involves the desire to discern and freely pursue one's own character development, which can be done through our extensive elective curriculum. We aim to offer an extensive curriculum that occurs within and outside the academic curriculum, with the focus on developing the student's character, essentially mirroring our core purpose of 'growing good humans' and ultimately give students every opportunity to guide their quest for knowledge and information.

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. At Outwood Academy Carlton we are conscientious in accurately mapping these aspects of the curriculum both across Life/RE lessons and within the wider curriculum they provide, such as Tutor time, Assemblies, Character Education and PD Reading.

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 tutor time and assembly programmes support our students' personal development and understanding of these important aspects of our curriculum. The 9 protected characteristics from the Equality Act (2010) and the British Values are referenced throughout. 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.

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 opportunity for our students to form their own informed opinion.

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.

