



### Religious Studies, Citizenship and Personal Development

#### **Why is the study of Religious Studies, Citizenship and Personal Development important?**

Our provision for Religious Studies, Citizenship and Personal Development (Relationships, Sex and Health Education) is coherently implemented across the Trust and importantly localised to meet the unique identity of each academy and its 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 to best support the needs of our academy communities.

Religious Studies, Citizenship and Personal Development are taught through allocated curriculum time, Personal Development Days and supplemented through our tutor and assembly programme. Within the curriculum, Religious Studies, Citizenship and Personal Development are taught, along with the flexibility to cover other key learning relevant to the current and emerging needs of our students and local communities.

At Outwood Academy Hindley we offer Religious Studies as an option subject for those wishing to study the subject to GCSE. We follow AQA Route A, studying Christianity and Buddhism and themes of:

- Relationships and families
- Religion and life
- Religion, crime and punishment
- Religion, human rights and social justice

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 Year 7 participates in a Christmas service at our local church, we have a democracy focused visit to London and an overseas trip to Berlin. 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 Hello Yellow Day, Holocaust Memorial Day, UK Parliament Week and Anti Bullying Week.

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 Student Voice, Yoga and homework club.

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.

### **What skills will the study of Religious Studies, Citizenship and Personal Development teach you?**

There are many explicit and implicit skills actively developed throughout our curriculum. These include:

- Empathy
- Interpersonal
- Evaluation
- Analysis
- Critical thinking
- Problem solving

### **What will you know and understand from your study of Religious Studies, Citizenship and Personal Development?**

#### 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 Relationships, Sex and Health Education (RSHE)

From 2020, RSHE is a statutory requirement in all schools in England. Our academy maps the requirements of RSHE 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. 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 RSHE are whole academy responsibilities, so whilst a large part of this curriculum will be covered in lessons it is not restricted to this subject but rather it underpins our academy's wider curriculum delivery. We are conscientious in accurately mapping our compliance and regularly reflect and update this. We are supported by health professionals in partnership with the Local Authority in delivering elements of the RSHE requirements.

### **How does your study of Religious Studies, Citizenship and Personal Development support you in other subjects?**

All subjects across the curriculum support the exploration of PSHE, RSHE, 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 Computing departments teach online safety, PE fosters an awareness of physical health and fitness and Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. 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.

### **How can you deepen your understanding of Religious Studies, Citizenship and Personal Development?**

Independently: Read/watch/listen to the news.

With your family or friends: Discuss topical stories. Debate.

Our course provides: Visits to places of worship, outside speakers from religious leaders from Christianity and Buddhism, organisations that link to topics studied e.g. The Brick, Street Pastors.

Optional overseas visit to Berlin.

### **How are you assessed in Religious Studies, Citizenship and Personal Development?**

There are a number of formal assessment points each year which we use to inform our Praising Stars© data entry. These are referred to as checkpoints and include content from prior learning as well as the most recent content. These require students to apply knowledge to a variety of tasks building in complexity and challenge over the years.

The GCSE qualification is a 100% written examination.

#### **Key Assessment Objectives**

Paper 1: Christianity +: Buddhism (105 mins)

Paper 32: Themes (Relationships, Life & Death, Good and Evil, Human Rights (105 mins)

AO1 Demonstrate knowledge and understanding of religion and belief<sup>fk</sup>, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\*including non-religious views

Informal assessment takes a number of forms including verbal contribution, homework, low stakes quizzes, timed writing and practice examination questions. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Religious Studies curriculum.

### **How can Religious Studies, Citizenship and Personal Development support your future?**

Study of Religious Studies can lead to a wide range of careers:

- Journalist
- Editor
- Radio/ Television
- Politician
- Government/ Civil Service
- Policy Manager
- Legal Services (Barrister/ Solicitor)
- Police Service
- Charity sector/ not-for-profit organisations
- Humanitarian work
- Social services/ counselling
- NHS/ Medicine (Doctor/ Nurse/ Mental Health)
- PR/ Advertising/ Marketing

'If you would like to discuss our provision please contact the academy on 01942767704 or via [enquiries@hindley.outwood.com](mailto:enquiries@hindley.outwood.com)'

## Curriculum Progression Pathway

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|--|--|--|--|
| Religious Education                    |  | Informed by Wigan Agreed Syllabus (about to adopt Lancashire)  | Curriculum is reviewed annually and allows for alteration if events or incidents require. Student voice is considered too. Staffing may reflect personal strengths too; ensuring compulsory content is taught by most qualified. |
| Health & Wellbeing                     |  | Informed by PSHE statutory guidance, local Health record and triangulation with our Deep Support team. |  |
| Careers                                |  | Informed by the Gatsby Benchmarks  |  |
| Wider world inc citizenship & finances |  | Informed by PSHE statutory guidance, Citizenship National Curriculum and financial                     |  |
| RSHE                                   |  | Informed by PSHE statutory guidance  |  |

| Year group     | Enhancement: Personal Development Days |  |                                   |
|----------------|--|--|-----------------------------------|
|                | <u>Autumn</u>                          | <u>Spring</u>                                      | <u>Summer</u>                     |
| <b>Year 7</b>  | Finances / Hygiene / ACE               | Anti-semitism                                      | Summer Safety inc First Aid       |
| <b>Year 8</b>  | Alcohol / peers / consent              | Careers  | Finances / Community Action       |
| <b>Year 9</b>  | Extremism                              | Online safety including age related content        |                                   |
| <b>Year 10</b> | World of Work                          | HMD / Careers: (2 Hours Army) Positive masculinity | College taster day: Wigan & Leigh |
| <b>Year 11</b> | Careers / finances                     | Motivation / KS5                                   |                                   |

Year 7

|      |  |  |   |   |   |   |  |   |                                   |
|------|--|--|---|---|---|---|--|---|-----------------------------------|
| LIFE | ACE  | <u>Why Do I Stand Up Against Bullying?</u> | <u>How Can I Be Safe When Using Social Media?</u> | <u>Why Are Good Manners Important?</u>                          | <u>Gratitude Not Entitlement</u>                | <u>Conflict is Inevitable but Combat is Optional. How can I Respond</u> | <u>Master Learner</u>                  | <u>Responsibility For My Learning</u>           | <u>Following your great dream</u> |
|      | <u>WHY IS RESPECT SO IMPORTANT IN RELATIONSHIPS ?</u>  | <u>What is consent?</u>                    | <u>What makes a respectful relationship?</u>      | <u>What makes a good friend?</u>                                | <u>How can we have a successful friendship?</u> | <u>How can we be positive?</u>  | <u>How can we avoid peer pressure?</u> | <u>What do we mean by positive masculinity?</u> |                                   |
|      | <u>HOW DOES BRITAIN REFLECT THE VALUE OF EQUALITY?</u> | <u>What are British Values?</u>            | <u>What happens to your wages?</u>                | <u>How does the government support those in need in the UK?</u> | <u>How does trade work?</u>                     | <u>How does the government support people overseas?</u>                 | <u>Why do many support fairtrade?</u>  |   |                                   |
|      | <u>HOW CAN I BE MENTALLY AND PHYSICALLY HEALTHY?</u>   | <u>What to expect during puberty?</u>      | <u>How can I support my mind?</u>                 | <u>What happens if you only eat sweets? Teeth</u>               | <u>How can we lower cancer risk?</u>            | <u>How can we boost our self esteem?</u>                                |  |   |                                   |
|      | <u>HOW CAN I BE AN EFFECTIVE PARTICIPANT?</u>          | <u>What do we mean by politics?</u>        | <u>Why are British values important?</u>          | <u>What do we mean by democracy?</u>                            | <u>How does Britain promote liberty?</u>        | <u>How does our law promote respect?</u>                                | <u>How can we build equality?</u>      | <u>What does politics do for me?</u>            |                                   |
|      | <u>HOW CAN I</u>                                       | <u>What does it</u>                        | <u>How can I best</u>                             | <u>How can I safely</u>   | <u>What are the</u>                             | <u>Why do we need</u>   |  |   |                                   |

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|                                       | <u>BEST MANAGE RISKS?</u>                      | <u>mean to budget?</u>                        | <u>look after my money?</u>                    | <u>use money online?</u>                | <u>risks associated with gambling?</u>         | <u>to be cautious when gaming?</u>              |   |   |  |
| Religious Education                   | <u>WHAT MAKES THE UK A MULTIFAITH SOCIETY?</u> | <u>What is a worldview?</u>                   | <u>What does it mean to be religious?</u>      | <u>What would my worldfaith be?</u>     | <u>Is Britain a multifaith society?</u>        | <u>Is multifaith society good?</u>              | <u>What are the challenges of multifaith society?</u> | <u>What will British faith look like in 2051?</u> |  |
|                                       | <u>WHAT MAKES A RELIGION?</u>                  | <u>What makes a religion?</u>                 | <u>Which religious features are important?</u> | <u>What makes a human?</u>              | <u>How do humans celebrate new life?</u>       | <u>PS: Is Brit Milah the best birth ritual?</u> | <u>Why do humans live in communities?</u>             |   |  |
|                                       | <u>DO HUMANS NEED RELIGION?</u>                | <u>What is God?</u>                           | <u>Why believe in God?</u>                     | <u>Are sacred texts reliable?</u>       | <u>Should we follow the law?</u>               | <u>Do humans need religion?</u>                 | <u>What are the signs of religious membership?</u>    | Checkpoint  |  |
|                                       | <u>IS RELIGION STILL RELEVANT?</u>             | <u>How do people show religious devotion?</u> | <u>What do rituals reveal about a person?</u>  | <u>Is worship better in a group?</u>    | <u>How should I revise for my assessment?</u>  | <u>PS: Is Religion still relevant?</u>          | <u>Consolidate/SRT</u>                                | <u>additional lesson on Christianity</u>          |  |
| <b>Year 8</b>                         |  |   |  |   |  |   |   |   |  |
| Religious Studies, Citizenship and PD | <u>HOW DOES RELIGION INSPIRE CHANGE?</u>       | <u>What is personal conviction?</u>           | <u>Who was Jesus?</u>                          | <u>Why did Jesus break the law?</u>     | <u>How did Martin Luther change the world?</u> | <u>How did Rosa Parks' faith inspire her?</u>   | <u>How can vocations change lives?</u>                |   |  |
|                                       | <u>HOW CAN I STAY SAFE AND HEALTHY?</u>        | <u>Why are some drugs restricted?</u>         | <u>Why is smoking illegal?</u>                 | <u>What should I know about vaping?</u> | <u>What do I need to know about gangs?</u>     |   |   |   |  |
|                                       | <u>WHY DO SOME GOD HAVE</u>                    | <u>What does it mean to be a</u>              | <u>Are there lots of gods?</u>                 | <u>Why do the gods look the way</u>     | <u>Why do many Hindus keep the</u>             | <u>Which is the best form of</u>                | <u>What are the key Hindu beliefs on</u>              |   |  |



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|  | <u>FOUR ARMS?</u>                                  | <u>Hindu?</u>                          |   | <u>they do?</u>                                    | <u>Samskars?</u>                                | <u>commitment?</u>                                 | <u>life?</u>                                 |   |  |
|  | <u>CAN RELIGION ANSWER ALL ULTIMATE QUESTIONS?</u> | <u>What are Ultimate Questions?</u>    | <u>How is God best described?</u>             | <u>What evidence is there for God's existence?</u> | <u>4. What is the Biblical creation theory?</u> | <u>What are the alternative creation theories?</u> | <u>Does God exist?</u>                       | <u>What happened at the Fall?</u>                           |  |
|  | <u>HOW DO OUR DECISIONS AFFECT LIFE IN THE UK?</u> | <u>Why does politics matter?</u>       | <u>What is democracy?</u>                     | <u>What is the Government?</u>                     | <u>What does the government do for me?</u>      | <u>Why is voting important?</u>                    | <u>Which is the best form of leadership?</u> | <u>How does our political system uphold British Values?</u> |  |
|  | <u>HOW CAN WE DESIGN A CHURCH FOR THE FUTURE?</u>  | <u>Why do Christians go to church?</u> | <u>Why are there different denominations?</u> | <u>Why do churches look the way they do?</u>       | <u>How and why do Christians pray?</u>          | <u>PS: Is church attendance necessary?</u>         | <u>Why is the Bible so special?</u>          | <u>How do different Christians worship?</u>                 | <u>How would you design a Faith building for the future?</u> |

**Year 9**

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| <b>Health &amp; Wellbeing</b> | <u>WHY IS POSITIVE BODY IMAGE SO IMPORTANT?</u>          | <u>What is self esteem and how does it affect body image?</u> | <u>Does the media have a positive impact on body image?</u> | <u>How does social media affect self esteem and body image?</u> | <u>Is our view of beauty healthy?</u>                  | <u>How are men affected by poor body image ?</u> | <u>What is self-harm and why do people do it?</u>    | <u>How do gender "norms" affect body image?</u> |   |
|                               | <u>WHAT MAKES A POSITIVE &amp; HEALTHY RELATIONSHIP?</u> | <u>What do relationships involve?</u>                         | <u>What is love?</u>  | <u>What is appropriate sexual behaviour?</u>                    | <u>What are the challenges of parenthood?</u>          | <u>How can we manage risk?</u>                   | <u>How can we best manage pressure?</u>              | <u>(How can we stay safe? (DV))</u>             |   |
|                               | <u>WHAT ARE THE ISSUES OF PREJUDICE &amp;</u>            | <u>What are the issues of prejudice and</u>                   | <u>How can we overcome prejudice?</u>                       | <u>What can we learn from historical racism?</u>                | <u>What advice is there for racial equality today?</u> | <u>PS: How can protest be used for equality?</u> | <u>What issues can racism cause for a community?</u> | <u>How can sport overcome prejudice?</u>        | <u>What can we learn from the Titans?</u> |



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|                            | <u>DISCRIMINATION?</u>                                     | <u>discrimination?</u>                         |   |   |  |   |  |   |  |
|                            | <u>WHICH ARE THE BEST STRATEGIES TO RELAX AND REVISE?</u>  | <u>How does my mind work?</u>                  | <u>Why is sleep so important?</u>             | <u>What is retrieval practice?</u>                        | <u>Why are mind maps so important?</u>         | <u>How does regular quizzing help?</u>              |  |   |  |
| <b>Religious Education</b> | <u>DO WE USE ANIMALS FAIRLY?</u>                           | <u>What are animals for?</u>                   | <u>Should we use animals to entertain us?</u> | <u>Should Medical testing on Animals be legal?</u>        | <u>Is it acceptable to eat animals?</u>        | <u>How Can We Campaign for Animal Rights?</u>       | <u>What does the UK Law say about Protest?</u>             | <u>Do animals have the right to be protected?</u> |  |
|                            | <u>ARE ALL HUMANS SACRED? (Protected characteristics )</u> | <u>What is sexism and does it still exist?</u> | <u>How does disability effect daily life?</u> | <u>What is Islamophobia?</u>                              | <u>How does Islamophobia effect Muslims?</u>   | <u>What are the main LGBT+ issues?</u>              | <u>Why are some people refugees?</u>                       |   |  |
|                            | <u>WHERE WAS GOD?</u>                                      | <u>What is the Abrahamic covenant?</u>         | <u>What does it mean to be Jewish?</u>        | <u>Why were the Jews persecuted before the Holocaust?</u> | <u>4. Who was Leon?</u>                        | <u>5. Who is to blame?</u>                          | <u>Responses to the Holocaust</u>                          |   |  |
|                            | <u>CAN THERE BE A RELIGION WITHOUT GOD?</u>                | <u>What made Siddhartha Gotama special?</u>    | <u>How did Siddhartha search for truth?</u>   | <u>What do we mean by enlightenment?</u>                  | <u>Can living in moderation end suffering?</u> | <u>Are the marks of existence universal truths?</u> | <u>How does the idea of Pratitya influence a Buddhist?</u> |   |  |
| <b>Year 10</b>             |  |  |   |   |  |   |  |   |  |
| <b>LIFE</b>                | <u>IS THE LAW ON</u>                                       | <u>When does life</u>                          | <u>What does UK</u>                           | <u>Is all genetic</u>                                     | <u>Is a good death</u>                         | <u>What does UK</u>                                 | <u>How can humans</u>                                      | <u>Why do the</u>                                 |  |

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|  | <u>MEDICAL TECHNOLOGY CORRECT?</u>               | <u>begin? (MISCARRIAGE)</u>                | <u>law say on Abortion?</u>                         | <u>engineering good?</u>                            | <u>possible?</u>                                | <u>law say on euthanasia?</u>                             | <u>prepare for death?</u>                            | <u>British not talk about death?</u>               |  |
|  | <u>SHOULD ALL DRUGS BE LEGAL?</u>                | <u>What are the common illegal drugs?</u>  | <u>Why do people take drugs?</u>                    | <u>What are the main physical effects?</u>          | <u>How can drugs affect us Psychologically?</u> | <u>How can drugs effect decision making?</u>              | <u>How do we support those who misuse drugs?</u>     | <u>Should the law be altered?</u>                  |  |
|  | <u>HOW DOES THE UK SYSTEM TACKLE CRIME?</u>      | <u>What makes a criminal?</u>              | <u>How does the British justice system operate?</u> | <u>What happens at a Magistrates Court?</u>         | <u>Why is knife crime on the rise?</u>          | <u>Why are acid attacks on the Rise?</u>                  | <u>How are gangs using county lines?</u>             | <u>Is capital punishment acceptable?</u>           |  |
|  | <u>DOES ANY FAMILY FUNCTIONAL EFFECTIVELY?</u>   | <u>Why are first impressions so vital?</u> | <u>How can sex be safer?</u>                        | <u>What are the challenges of young parenthood?</u> | <u>How can we manage a household budget?</u>    | <u>What does Christianity say on sex before marriage?</u> | <u>What does Christianity teach about sexuality?</u> | <u>What does Christianity teach about divorce?</u> |  |
|  | <u>WHY IS PROTECTING HUMAN RIGHTS IMPORTANT?</u> | <u>What are Human Rights?</u>              | <u>What is the human rights law?</u>                | <u>What are political rights?</u>                   | <u>Do rights come with responsibilities?</u>    | <u>Does sexuality effect your human rights?</u>           |  |  |  |

**Year 11**

|             |                                       |  |                                    |   |  |   |   |   |                        |
|-------------|---------------------------------------|--|------------------------------------|---|--|---|---|---|------------------------|
| <b>LIFE</b> | <u>HOW CAN I PLAN FOR THE FUTURE?</u> | <u>What do I already know about finance and careers?</u> | <u>Where should my future lie?</u> | <u>How can I turn failure into success?</u> | <u>Why is resilience so important?</u> | <u>How can i be successful at an interview?</u> | <u>How to make a good first impression?</u> | <u>Why are literacy and numeracy skills important to employers?</u> |                        |
|             | <u>WHAT ARE THE</u>                   | <u>Why can't</u>   | <u>What is a</u>                   | <u>What is</u>                              | <u>What signs to</u>                   | <u>What signs to</u>                            | <u>Are some beauty</u>                      | <u>Why do some</u>  | <u>How can I be an</u> |

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|--|--|---------------------------------------|---|--|--|--|--|---|--------------|
|  | <u>CHALLENGES OF LONG TERM RELATIONSHIPS?</u>        | <u>everyone have a baby?</u>          | <u>rainbow baby?</u>                          | <u>menopause?</u>                      | <u>look for in a changing body?</u>                  | <u>look for in a female changing body?</u>           | <u>treatments too good to be true?</u>                 | <u>relationships break down?</u>                        | <u>ally?</u> |
|  | <u>WHAT DO WE MEAN BY GOOD AND EVIL?</u>             | <u>What is good and what is evil?</u> | <u>Where does suffering come from?</u>        | <u>How should we treat a murderer?</u> | <u>Is forgiveness the best way to end suffering?</u> | <u>Is War ever justified?</u>                        | <u>What is Pacifism?</u>                               | <u>Can terrorism ever be considered a 'good thing'?</u> |              |
|  | <u>WHAT HAS DEMOCRACY DONE FOR ME?</u>               | <u>How can I spot fake news?</u>      | <u>Why should I be wary of cults?</u>         | <u>What are LGBT+ issues?</u>          | <u>How has protest lead to increased rights?</u>     | <u>Which women's rights are still not universal?</u> | <u>Why has the MeToo movement been so significant?</u> | <u>How can we eradicate honour based violence?</u>      |              |
|  | <u>HOW CAN WE STAY SAFE WITH INCREASING FREEDOM?</u> | <u>What are legal highs?</u>          | <u>What should I consider when I turn 16?</u> | <u>Why are good friends important?</u> | <u>How can I keep a sense of good morality?</u>      | <u>Which strategies can I use to keep safe?</u>      | <u>What can we learn from Joanna's story?</u>          |   |              |