



### **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 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, 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 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, 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.

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 participating in the Holocaust Remembrance Service at Ripon Cathedral. 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 World Read Aloud Day, Children's Mental Health Week, The Ace Programme, Science Fairs, Northern France and Belgium Battlefields trip and the Camps International Cambodia Expedition.

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 recent Student Voice groups focussing on mental health and wellbeing, diversity and organising the Year 11 prom.

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 Ripon our curriculum allocation is as follows:

<b>Year group</b>	<b>Curriculum allocation</b>
<b>Year 7</b>	<ul style="list-style-type: none"><li>Life (Religious Studies, Citizenship, Health and Wellbeing) - 1 hour per week</li></ul>

<b>Year 8</b>	<ul style="list-style-type: none"> <li>Life (Religious Studies, Citizenship, Health and Wellbeing) - 1 hour per week</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Life (Religious Studies, Citizenship, Health and Wellbeing) - 1 hour per week</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Life (Religious Studies, Citizenship, Health and Wellbeing) - 1 hour per week</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Tutor Time, assemblies and drop-down days</li> </ul>

<b>Year 7</b>							
<b>Personal Development</b>	<b>Health and Wellbeing</b>	Welcome to Life and RE	Basic first aid	Mental health	Body image and self-esteem	Managing my emotions	Positive and negative relationships
	<b>RSHE</b>	Puberty and health	Healthy relationships	Sexuality and gender	Boundaries and grooming	Child criminal and sexual exploitation	Sexting
<b>Citizenship</b>	<b>Democracy I</b>	British Values	Basic introduction to government	Police and the Law	Identity and diversity	Racism, discrimination and prejudice	Being a good citizen
	<b>Being a Good Citizen I</b>	Public and voluntary institutions	Local topics	Research, argue, debate, evaluate	Debate lesson	Finance	Finance
<b>Religious Studies</b>	<b>Intro to Religion</b>	Development of religion	Major world religions	Connections between religions	What is sacred?	Teachings and authority	Why is religion important?
	<b>The Abrahamic Religions</b>	What do Christianity, Islam and Judaism share?	Abraham and Isaac	Why is Jesus so important?	Why do people interpret the Bible so differently?	The Qur'an and the Bible - what do they have in common?	How similar are the teachings of the three religions?

Year 8							
Personal Development	Health and Wellbeing	Mental and physical health	Stress and anxiety	Body image and social media	How can relationships impact on wellbeing?	How can family impact on wellbeing?	Managing conflict
	RSHE	Puberty and emotional wellbeing	Sex and the law	Sex and the media	Appropriate relationships	Abusive relationships	Domestic violence
Citizenship	Democracy 2	Mock elections - developing parties	Manifesto writing	Election campaigning	Speeches and debates	Other forms of government	Voting
	Being a Good Citizen 2	Multiculturalism	Refugees and British values	Fundraising and charity	Fundraising and charity	Finance - budgeting	Finance - risk
Religious Studies	The Dharmic Religions	Hinduism	Hinduism	Sikhism	Sikhism	Buddhism	Buddhism
	Humanism and Spirituality	What is a human?	Where do Humanists find their truth?	How do Humanists work out what is right and wrong?	What do Humanists believe about life and death?	What are Humanists goals for society?	What famous Humanists can we learn from?
Year 9							
Personal Development	Health and Wellbeing	My social media presence	Body shaming and self esteem	Eating disorders	Exploitation	Managing risk	Vaping and smoking
	RSHE	Puberty and peer pressure	Sexuality and gender	The law, sex and the internet	Media sexualisation	Myths about sex	Consent and abuse
Citizenship	Crime and Punishment	Conspiracy theories and narratives	What is terrorism?	Extremism in all its forms	Proud to be British?	The radicalisation process	How does counter terrorism work?

	<b>The UK's Place in the World</b>	The UN, Commonwealth, Europe and their history	Other systems of government	Why is the UK so diverse?	Human rights and responsibilities	Finance	Finance
<b>Religious Studies</b>	<b>Judaism</b>	The Covenant	Moses	Passover	From Moses onward	Shabbat	Anti-semitism today
	<b>The Holocaust</b>	Why did Hitler hate the Jews?	Life in the camps	Holocaust survivors	Holocaust heroes	Holocausts today	Debate lesson
<b>Year 10</b>							
<b>Personal Development</b>	<b>Health and Wellbeing</b>	Alcohol 1	Alcohol 2	Drugs 1	Drugs 2	Smoking and vaping	Managing risk and making choices
	<b>RSHE</b>	Contraception and teen pregnancy	STIs	Abuse, porn and social media	Positive masculinity and femininity	Coercive control and healthy relationships	Choices
<b>Citizenship</b>	<b>Mock Trials</b>	The powers of the government	Holding people to account	The judiciary and the free press	Mock trial intro inc legal aid	Mock trial	Mock trial
	<b>Citizen Action</b>	Acting together to solve problems	Historical protest	Types of protest	Climate change research	Argue, debate, evaluate	Finance
<b>Religious Studies</b>	<b>Islam and Islamophobia</b>	Islam and the media	What is jihad?	Ramadan - 5 pillars	Charity - 5 pillars	Are muslim women oppressed?	Debate lesson
	<b>Ethics and Philosophy</b>	Good vs evil	Evil and suffering	Pro-life/pro-choice/abortion	Euthanasia	The death penalty	IVF and genetic engineering

If you would like to discuss RE/PD/Life please contact the Academy on 01765 604564 or enquiries@ripon.outwood.com.