



### **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.

At Outwood Academy City Fields we offer Religious Studies as an option subject for those wishing to study the subject to GCSE. We follow WJEC and students study Christianity and Islam as the primary religions. The themes studied at GCSE are: Issues of Relationships; Life and Death; Good and Evil and Human Rights.

#### **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 Spectrum and the OddBalls foundation. For our RSE

provision, Spectrum delivers lessons to our year 9 and 10 students in single sex classes on the following topics: Healthy Relationships and Consent; Sexual Health; Sexual Harassment; Risk and Resilience; Contraception and Sexual Health.

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 RE/Life lessons, it is not restricted to these subjects 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 and coherently map appropriate aspects of this coverage to their subject schemes of work. Examples include: Rule of Law, Democracy and Individual Liberty that 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 Health and Wellbeing curriculum teaches online safety, key skills for life and promotes a wider understanding of the world. 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 and other opportunities. We promote national and local awareness campaigns, observe local and national commemorations and celebrate diversity. We have an annual Remembrance Day commemoration, a celebration of Eid aimed at all students and the marking of cultural, historical and religious initiatives such as Black History Month, Holocaust Memorial Day and Diwali. We are driven to empower students to engage more widely in their personal, social, health, moral, spiritual, cultural education. Recent examples of this include our Random Acts of Kindness initiative and our Student Voice and Enrichment programme. These operate in our academy and reflect the needs and concerns of the student body on issues such as conservation, sustainability, poverty and social justice. 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 efficient and contributing members of society who are able to stay safe and care for those around them. Their safety is augmented by strong relationships with organisations such as Pol - Ed, West Yorkshire Police (rail safety) and educational theatre companies such as the Riot Act who present to our year 7's about the need for road and traffic safety.

## Religious Studies, Citizenship and Personal Development Curriculum Overview

At Outwood Academy City Fields our curriculum allocation is as follows;

Year group	Curriculum allocation
Year 7	<ul style="list-style-type: none"><li>• LIFE - 1 hour per week</li><li>• Health and Wellbeing - 1 hour a week</li><li>• Drop down sessions</li></ul>
Year 8	<ul style="list-style-type: none"><li>• LIFE - 1 hour per week</li><li>• Health and Wellbeing - 1 hour a week</li><li>• Drop down sessions</li></ul>
Year 9	<ul style="list-style-type: none"><li>• Religious Studies - 2 hours per week</li><li>• Drop down sessions (Spectrum and RSE)</li></ul>
Year 10	<ul style="list-style-type: none"><li>• Religious Studies - 2 hours per week</li><li>• Drop down sessions (Spectrum and RSE, Stand Up Against Hate, careers)</li></ul>
Year 11	<ul style="list-style-type: none"><li>• Drop down sessions (Spectrum and RSE, careers)</li></ul>

## Year 7

<b>Personal Development and Citizenship</b>	<b>Health and Wellbeing</b>	Exercise and Yoga	Healthy Eating	Smoking	Stress Management	Mindfulness			
	<b>Society and Social Media</b>	Online Freedoms	Fake News	Finance	Sexism	Reducing Risk	Bullying	Family	
<b>Religious Studies</b>	<b>World Religions</b>	Key Vocabulary in Life and RE	Christianity	Islam	Judaism	Hinduism	Buddhism	Sikhism	
	<b>Does God exist?</b>	Do I believe in God?	How did life begin?	Where do people look for God?	Why do bad things happen?	Natural and moral evil			
	<b>Christianity</b>	Origins of Christianity	The Old Testament	Who was Jesus?	Apostles and Disciples	Denominations	Churches		
	<b>Anti Semitism</b>	Who are the Jewish people?	What is antisemitism?	Anti semitism in the UK	How do we tackle antisemitism?				

## Year 8

<b>Religious Studies</b>	<b>Christianity</b>	What is the Bible?	How do Christians worship?	What is the purpose of religious leaders?	What are the features of a church?	What are the types of Christians?	How do Christians support charity?	What is the purpose of prayer?	
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	<b>Islam</b>	Introduction to Islam	The Shahadah	Salah	Zakat	Hajj	Sawm		
	<b>Life after death</b>	Evidence for life after death	Humanists and death	Christian view	Buddhist and Sikh view	Funerals	Creation		
<b>Citizenship and Personal Development</b>	<b>Making of Modern Britain</b>	Brief History of the World	Immigration and Wakefield	Modern British Community	Modern Migration	Welcome or Resentment	Bradford Case Study		
	<b>Politics</b>	What is a democracy?	The Magna Carta	Local government	Voting	Parliament	The Windrush Scandal		
	<b>Mental Health and Wellbeing</b>	Peer pressure	Eating disorders	Mindfulness	Anxiety	Stress	Self harm		

## Year 9

<b>Religious Studies</b>	<b>Issues of Relationships</b>	What is a family?	What are the roles of men and women?	What is the nature and purpose of marriage?	Do religious believers accept interfaith marriage?	Is cohabitation accepted by religious believers?	Is divorce accepted by religious believers?	What is the purpose of sex for religious believers?	Are same-sex marriages accepted by religious believers?
	<b>Islamic Beliefs and Teachings</b>	What is the Nature of God?	What are the Foundations of Faith?	Who were the Prophets?	Why are angels important?	What happens when we die?	How does belief in Al Qadr relate to human freedom?	Where do Holy Books come from and why are they important?	
	<b>Islamic</b>	What are the	What are the	Is it difficult to	What is lesser	How and why			

	<b>Practices</b>	Five Pillars?	Ten Obligatory Acts?	be a Muslim in the UK today?	jihad?	do Muslims celebrate festivals?			
	<b>Christian Beliefs and Teachings</b>	What is the Nature of God?	How do Christians interpret Creation?	What do Christians believe about Jesus?	How do Christians understand the role of the Word and Spirit?	How do Christians receive salvation?	How do Christians understand the afterlife?		
	<b>Christian Practices</b>	How do Christians worship God?	What are the sacraments?	How do Christians celebrate the eucharist?	Why do Christians go on pilgrimage?	How and why do Christians celebrate festivals?	What is it like to be a Christian in Britain today?	What is the role of the Worldwide Church?	

## Year 10

<b>Religious Studies, Citizenship and Personal Development</b>	<b>Issues of Human Rights</b>	What are religious attitudes towards the dignity of human life?	How do religious believers put ummah and agape into action?	How does personal conviction conflict with the laws of a country?	What is censorship?	What is prejudice?	What are religious attitudes towards racial prejudice?	How do religious believers acquire and use wealth?	Why do religious believers support charities?
	<b>Issues of Life and Death</b>	How do religious believers understand the origin of the	How do scientists understand the origins of the universe?	What is evolution?	Why did God create humans?	Why is human life sacred?	What is euthanasia?	What is abortion?	What happens when we die?

		universe?							
	<b>Issues of Good and Evil</b>	What makes an act 'wrong'?	Why do people commit crimes?	What are the aims of punishment?	How are prisoners treated?	What is the role of a prison chaplain?	What are religious attitudes towards the death penalty?	How important is forgiveness for religious believers?	How can there be an omnibenevolent God if evil exists?

If you would like to discuss Religious Studies, Citizenship and Personal Development please contact the academy on 01924 298752 or email [enquiries@cityfields.outwood.com](mailto:enquiries@cityfields.outwood.com)