



RELIGIOUS EDUCATION & LIFE

Termly Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 7</u>	Introduction/ Relationships	Families, The Law and Changing Bodies	Introduction to World Religions: JUDAISM	Introduction to World Religions: CHRISTIANITY	Introduction to World Religions: ISLAM	Atheist Beliefs: HUMANISM
<u>Year 8</u>	Introduction to World Religions: HINDUISM	Introduction to World Religions: BUDDHISM	Introduction to World Religions: SIKHISM	Life in Modern Britain	Mental Wellbeing	Environmental Ethics
<u>Year 9</u>	Crime and Punishment	PHILOSOPHY: Arguments for the existence of God	Universal Human Rights	Alcohol and Other Drugs	Sex and Relationships SPECTRUM	Body Image and Sexualisation
<u>Year 10</u>	Healthy Lifestyles	Mental Wellbeing	UK Democracy	Ethical Issues	Money Matters	Careers

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.

Academies may offer GCSE Religious Education and/or Citizenship dependent on their student's interests and teacher expertise.

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

Although PSHE and RSE are embedded throughout the whole curriculum there are three specific PSHE and RSE units taught. These cover respectful relationships, families, the law and mental health and wellbeing.

Six RE themes are taught, each covering a range of strands for students to consider. Students will study the 6 major world faiths, along with Humanism and philosophical and ethical dilemmas

A citizen unit on the environment is covered at the end of Y8

Year 9 and 10

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.

Students will consider their politics and participation within society along with rights and responsibilities in crime and punishment and in global concerns.

In Year 9 and 10 students also study healthy lifestyles, alcohol and other drugs, relationships and sex education and recap mental well being.

Additionally, at the end of Y10 students also study finance and careers.

All students in Years 7-10 are assessed in RE/Life through both formative and summative assessment. In formative assessment learning is monitored through ongoing feedback from the teacher in the classroom. Summative assessment takes place through start of unit and end of unit tests to monitor student understanding and progress.

Year 11

Students in Year 11 are given access to a full and comprehensive personal development programme through their bespoke tutor time activities and assemblies. 'Drop down days' are also held throughout the academic year. Students are given the opportunity to look at choices for further education and careers that they might be interested in or suited to. To support their academic preparation students partake in a revision skills workshop that is then further embedded in lessons and tutor time. Students also have a 'Mental Health' drop down day that gives them the chance to learn strategies and techniques to identify if they are struggling with their mental wellbeing and to aid them in looking after their mental health.

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 student 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 Spectrum 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 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 and 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 intrinsic curriculum, delivered through assemblies and tutor time, supports our students' personal development and understanding of these important aspects of our curriculum. Students partake in a range of lessons during tutor time that support their personal development They learn about British Values and Protected Characteristics and how these are important for our students. Students also participate in weekly 'Votes for Schools' to develop their understanding of democracy to ensure they can keep up to date with current affairs. A wealth of opportunities designed across the academic year provide both whole school and age appropriate events, programmes, trips and visits.

All of our students are given a comprehensive CEIAG offer that provides excellent guidance about career choices to all year groups. The careers programme is delivered through assemblies and tutor time lessons where students look at 'a career of the week'. Students are given the chance to have a career appointment to discuss their future plans and what they need to do to meet them. All subjects are linked to careers and these are regularly referenced in lessons. Additionally students meet with employers and higher education representatives at the annual career fair, through guest speakers and school trips.

Opportunities such as our student voice and enrichment programmes operate in all our academies but the causes they promote, charities they support or enrichment 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.

