



RELIGIOUS EDUCATION & CITIZENSHIP

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, Citizenship or both 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

Four Citizenship themes are taught, each covering a range of strands that encourage students to consider life in modern Britain and incorporate British Values, rights and responsibilities.

Five RE themes are taught, each covering a range of strands for students to consider. Students will study the 5 major world faiths, along with Humanism and philosophical and ethical dilemmas

Year 9 and 10

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

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.

Additionally, academies can decide to support the delivery of their Careers Education curriculum at the end of Y10 by utilising up to four RE/Life lessons.

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. 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 & 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 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

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

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

