



RELIGIOUS EDUCATION & CITIZENSHIP

Religious Education and 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 students 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. Students engage in active citizenship which is tailored to their local area and concerns.

Five RE themes are taught, each covering a range of strands for students to consider. Students will focus more on Christianity to reflect the nature of the UK, a largely Christian country, they also consider a second world religion from the remaining 5 major world faiths, along with Humanism, philosophical and ethical dilemmas and an introduction to the remaining world religions.

Year 9 and 10

Three Citizenship themes are taught, each covering a range of strands for students to consider. These 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.

Four RE themes are taught, each covering a range of strands for students to consider. Students will focus more on Christianity to reflect the nature of the UK as a largely Christian country, they will also consider another world religion different to the one studied in Years 7 & 8. 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 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 support 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. 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.

Opportunities such as our Random Acts of Kindness initiative or 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.

Citizenship Overview

Year 7 and 8

| Active Citizenship - local councils | What is Active Citizenship? | How can we make a change on a local level? Local councils | Why is standing up for what you believe important? | Local issue/active citizenship - research | Local issue/active citizenship - planning | Local issue/active citizenship - taking action |
|---|-----------------------------|---|--|---|---|--|
| Modern Britain - Identity | Identity | Diversity | Multiculturalism | Racism, prejudice and discrimination | British Values | Being a good citizen |
| Modern Britain - media and international relations | Free press and privacy | Fake news | Regulation and censorship - international example | UN and NATO | WTO and EU | NGOs |
| Rights and responsibilities - why do we have laws? | Why do we have laws? | Rule of law | Role and power of the police | Common law vs criminal law | Criminal and civil courts | Terrorism |

Year 9 and 10

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| Politics and participation - democracy in Britain | Democracy including rule of law | British constitution | Local government and councils | Regional and devolved government | Voting | Bring about political change |
| Rights and responsibilities - crime and punishment | Development of citizens' rights; Magna Carta and HR | Types of crime | Types of punishment | Youth crime and justice | Impact of crime | Crime reduction strategies |
| Rights and responsibilities - Universal Human Rights | What are HR and Children's Rights? | European Convention of Human Rights | Racism, prejudice and discrimination | Refugees - protecting victims of conflict | Humanitarian law and its use to establish rules of war | Case study/active citizenship |

Citizenship Outcomes:Year 7 and 8

Active Citizenship

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| What is Active Citizenship? | What active citizenship is, the effectiveness of active citizenship and the different forms it can take. |
| How can we make a change on a local level? Local councils | Differing ways to change your local area, the makeup and function of local councils. |
| Why is standing up for what you believe important? | Why it is important to stand up for what you believe, the opportunities and barriers to citizen participation in democracy. |
| Local issue/active citizenship – research | What issues and problems there are in the local area and possible causes of these. |
| Local issue/active citizenship – planning | Which issue they will focus on and justified decisions and planning active citizenship. |
| Local issue/active citizenship - taking action | Carry out action and evaluate the effectiveness of the action. |

Modern Britain: Identity

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| Identity | Factors which make up both personal and national identity, including 'Britishness', some differences in identities of the four nations of the UK. |
| Diversity | What diversity is, the importance and impact of diversity and the pros and cons of diversity. The need for mutual respect within diverse societies. |

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| Multiculturalism | What multiculturalism is, what it has brought to the UK - both positive and negative - evaluate the benefits of living in a multicultural society. |
| Racism, prejudice and discrimination | What these terms are, how they are connected, the causes and consequences of such, including a case study. |
| British Values | What British Values are, where they can be found in society and how they are beneficial. |
| Being a good citizen | What it means to be a citizen, responsibility and importance as a citizen, impact of negative/positive citizens. |

Modern Britain: media and international relations

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| Free press and privacy | The role and importance of freedom of the press, when it might be restricted and why, and right to privacy. |
| Fake news | What fake news is, the dangers and impact it can have and how to spot it, including issues relating to social media. |
| Regulation and censorship - international example | Example of a nation where regulation and censorship are in stark contrast to the UK and evaluate this. |
| UN and NATO | What the UN and NATO are, their history, function and the UK contribution to these organisations. |
| WTO and EU | What the WTO and EU are, their history, function and UK contribution to these organisations. |
| NGOs | What NGO's are, their function, consider examples and the work they do. |

Rights and responsibilities: why do we have laws?

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| Why do we have laws? | Purpose of laws, their function as protection and deterrence, age related legal entitlements, the age of criminal responsibility. |
| Rule of law | The principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law, fairness, justice and discrimination. |
| Role and power of the police | What the police do (including various differing examples), where their power ends. |
| Common law vs criminal law | What each type of law is, their benefits and drawbacks and examples, including how they differ. |
| Criminal and civil courts | The function of each court, what they deal with and examples; including non-criminal tribunals and the youth justice system. |

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| Terrorism | Purpose of terrorism, examples, and consequences, the terrorism act. |
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Citizenship Outcomes:Year 9 and10

Politics and participation: democracy in Britain

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| Democracy including rule of law | What democracy is, why it is important in the UK, the type of democracy we have in the UK, and what is meant by the rule of law. |
| British constitution | The different sections of the British Constitution and consider whether or not the British constitution is effective in modern society. |
| Local government and councils | The role of a local council/government, and what local councils do to support the local people, elections and the importance of local councils/governments. |
| Regional and devolved government | The term devolution, what regional and devolved governments are, the powers given to Scotland,Wales and Northern Ireland and the powers given to city mayors, including an example. |
| Voting | The process of voting in the UK and contrasting voting systems. |
| Bring about political change | What a pressure group is and how they can bring about change, the positives and negatives of violent and non-violent protests. |

Rights and responsibilities: crime and punishment

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| Development of citizens' rights; Magna Carta and HR | The Magna Carta is and its importance, along with the role of the Suffragettes in women's rights, the Chartists contribution, and the UN Convention on the Rights of the Child. |
| Types of crime | The different types of crime in the UK, the impact of these on individuals, communities and the country. |
| Types of punishment | The types of punishment in the UK and compare these to others around the world including contrasting systems for example prisons in Norway and extreme laws in the Middle East. |
| Youth crime and justice | How age can impact the sentence given to an individual for example - youth crime and how punishments for young people can differ from adult punishments. |

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| Impact of crime | The impact of crime on both the victim, criminal, all families and society. |
| Crime reduction strategies | How the UK has tried to reduce crime, compare the UK's methods with another contrasting country and consider the effectiveness of these methods. |

Rights and responsibilities: universal human rights

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| What are HR and Children's Rights? | What the Universal Declaration of Human Rights and UN Convention on the Rights of the Child are and their major differences. |
| European Convention of Human Rights | The formation of the European convention of Human Rights, who and what it protects and its impact. |
| Racism, prejudice and discrimination | The terms racism, prejudice and discrimination, how these violate UK laws and local concerns relating to the issues. |
| Refugees - protecting victims of conflict | What refugees are, the reasons they flee their home country, the importance of protecting victims of conflict. |
| Humanitarian law and its use to establish rules of war | The role of international and humanitarian law to protect the victims of conflict and how this is implemented using case studies, for example the Geneva Convention. |
| Case study/active citizenship | A case study linked to Human Rights. |

Year 10: Moral Responsibility: The Holocaust

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| Jews in Europe | Discuss the possibility that this could happen in the UK: Understand changes to Jewish life in Germany |
| Kindertransport | What it was and why it happened: impact on lives, especially children |
| Life in the ghetto | Life in the Jewish ghetto, impact on Jewish people with a focus on culture |
| Anne Frank | Who Anne Frank was and why she was important: What lessons can we learn from her diary? |

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| Resistance | How Jews resisted the Nazis: moral responsibility - effect of these acts on individuals |
| The Final Solution | What the Final Solution was and what happened; consider who was to blame - moral responsibility |
| Sophie Scholl | Who Sophie Scholl was and why she opposed the Nazis. Reflect on how we can become change makers in our own lives |
| What can we learn from the Holocaust? | How we can remember the Holocaust Apply our knowledge to other examples of genocide and consider the lessons learned, if any. |

Religious Education Overview

Year 7 and 8

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| Christianity | | Nature of God | Denominations | Forms of worship; church | Jesus; crucifixion and resurrection | | | |
| | | Church | Creation | Charity; at home | Funerals | | | |
| 2nd religion in depth xI | | | | | | | | |
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| | Buddhism | Buddha | Meditation | Karma and rebirth | 8-fold path | 5 moral precepts | Wesak | |
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| Humanism | | Charity | Evil | Marriage | Funerals | Life after death | | |
| P&E | | Is there a God? | How did life begin? | Why do bad things happen? | Is there life after death? | How do we decide what is right and wrong? | | |
| Introduction to world religions | | Religion, faith and belief | 6 Major world religions | Judaism | Islam | Hinduism | Sikhism | Buddhism |

Year 9 and 10

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| Christianity | Nature of God; Trinity | Prayer | Forms of worship; outside church | Judgement | Bible | | |
| | The vicar | Creation; different interpretations, including Process theology | Charity; world mission | Problem of evil | Resurrection and the after life | | |
| 2nd religion in depth x1 - not the same as Y7&8 | Judaism | Abraham | Kosher | Shabbat | Bar Mitzvah | Synagogue | Torah |
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| Philosophy and Ethics | What are different ideas about creation? | What is the evidence for life after death? | Morality | Ethical issues about the start and end of life | Environmental ethics | Business ethics | |
| Evil and suffering | Types of evil | The problem of evil | Is there a purpose to suffering? | Religious response 1 | Religious response 2 | | |

Religious Education Outcomes: Year 7 and 8

Christianity

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| Nature of God; Classical theism | Christian beliefs about God including God as Creator, omniscient, omnipotent and omnibenevolent. |
| Denominations | That there are different Christian denominations and differences between these including the Protestant split from the Catholic Church and one modern day denomination for example Methodism or Baptism. |
| Forms of worship; Church | Different forms of worship which take place in the church, for example prayer, icons, hymns and devotions. |

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| Jesus; crucifixion and resurrection | The events of the crucifixion and resurrection and the significance of these for Christians. |
| Church | The key features of a Church and understand that these differ between denominations through considering the differences between two, for example between Catholic churches and Meeting Houses. |
| Creation | The two differing accounts of creation in Genesis 1&2. |
| Charity; at home | How Christians can and do act in a charitable way in their daily life and local community, and some key teachings which support this for example the Sermon on the Mount. |
| Funerals | The key features of Christian funerals and the symbolism and importance of these acts. |

Philosophy and Ethics

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| Is there a God? | Terms of atheism, theism, agnostic, and reasons for each belief, reflect on personal beliefs about God. |
| How did life begin? | Different ideas about how life on earth began including Christian 7-day creation, another religious view and a scientific view. |
| Why do bad things happen? | Why bad things, in particular natural or unexplained events take place and if there is a cause for this including no God, God not intervening, luck and chance. |
| Is there life after death? | Personal beliefs about the afterlife, and consider common beliefs including no afterlife, heaven & hell and spiritual afterlife. |
| How do we decide what is right and wrong? | Different ideas about where we learn right and wrong including society, parents and as an innate sense and consider reasons people act in negative ways. |

Humanism

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| Charity | Humanist beliefs about the role and importance of charity and their beliefs about giving to religious causes. |
| Evil | Beliefs about the importance of trying to prevent rather than just understand evil and how they may try minimise this in their lives. |
| Marriage | Beliefs about the role and importance of marriage, typical features of a ceremony and recognition in law. |
| Funerals | Purpose and features of a Humanist funeral and the role of the celebrant. |
| Life after death | The purpose of life and living as well as possible and the impact of this on everyday life along with the rejection of traditional religious beliefs about life after death. |

Introduction to world religions

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| Religion, faith and belief | What is faith? How is faith different to fact? What makes a religion? |
| 6 Major world faiths | The symbols, figures, sacred texts and key beliefs of each religion, and the similarities and differences. |
| Judaism | Historical roots of Judaism including who the Jews are, their key beliefs of being the chosen people, Abraham as founder, the 10 commandments and Kosher food laws. |
| Islam | The key features of Islam; Mecca, Muhammad (PBUH), Ramadan, no art work of humans. |
| Hinduism | How Hindus worship, key beliefs including karma, Trimurti and reincarnation. |
| Sikhism | The beginnings of Sikhism, the 10 Gurus and Sewa. |
| Buddhism | Whether Buddhism is a religion without a God, who was the Buddha and how Buddhists live. |

Introduction to WR; students should study the first two lessons and then three of the remaining. The two which are not studied should be the secondary religion chosen as part of other, curriculum content.

Religious Education Outcomes: Year 9 and 10

Christianity

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| Nature of God; Trinity | Christian beliefs about the 3 aspects of the God head and their relationship with each other. |
| Prayer | Christian beliefs about the importance of prayer and the benefits including physical, psychological and spiritual. |
| Forms of worship; outside the Church | Ways Christians worship God away from Church including personal prayer and evangelism. |
| Judgement | Differing ideas about the nature of Judgement day and preparation for this including justification through faith and through works. |
| Bible | The complex nature of the Bible; it's Jewish roots, transition and translation issues and differing approaches to its authority including fundamental and liberal interpretation. |
| Vicar | The role of the religious leader in different denominations including Catholic and Baptist. |
| Creation; differing interpretations including Process Theology | Belief in creation as literal (Creationism), liberal and compatibility with science (Big Bang and Evolution), Process theology and it's view of creation from pre-existing matter rather than from nothing. |

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| Charity; world mission | Importance of world mission, including a case study for example CAFOD. |
| The problem of evil | Logical and evidential problem of evil, including pointless evil and justification for God and evil to co-exist. |
| Resurrection and the afterlife | Differing ideas about the nature of resurrection and the afterlife including physical and spiritual. |

Philosophy and Ethics

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| What are different ideas about Creation? | Differing creation ideas including but not limited to a religious view, Big Bang Theory, Evolution. |
| What is the evidence for life after death? | Differing evidence for life after death and the credibility of this, including but not limited to NDEs, reincarnation accounts, scripture and ghosts. |
| Morality | Differing ideas about the source of morality, contrasting deontological and teleological ethical theories for example Utilitarianism and Divine Command Theory and the benefits and drawbacks of each. |
| Ethical issues surrounding the start and end of life | Differing views about when life begins and the impact of these on debates about abortion. Views about whether euthanasia can be permitted and reasons for this. |
| Environmental ethics | Contrasting views of dominion and stewardship and application to current ethical dilemmas. |
| Business ethics | Views about responsibility within business including to the natural environment, the public/consumer, the employee and the wider public (i.e. supporting through charity). |

Evil and Suffering

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| Types of evil | Natural evil, moral evil and the nature of suffering. |
| The problem of evil | The logical and evidential problem of evil and if God and evil can both exist. |
| Is there a purpose to suffering | Different ideas about the purpose of suffering including as punishment, to learn, to develop good qualities. |
| Religious response 1 | Christian responses to evil and suffering in the world, both theological and practical. |
| Religious response 2 | The responses of one other religion to suffering in the world, both theological and practical. |

Religious studies outcomes: secondary religions Years 7-10

Judaism

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| Abraham | The account of the covenant between Abram and G-D and the importance of this. |
| Kosher | What Jewish food laws are and how they are followed in practice. |
| Shabbat | What Shabbat is and how it is carried out in society today. |
| Bar/Bat Mitzvah | Significance and purpose of Bar/Bat Mitzvah and what happens in each ceremony. |
| Synagogue | The key features of a synagogue and their use/importance. |
| Torah | The contents and importance of the Torah including the Jewish Law and its importance. |

Buddhism

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| Buddha | Overview of the life of the Buddha including birth narrative, early life and discovery of the middle way. |
| Meditation | Uses in the faith and benefits. |
| Karma and rebirth | Nature of each and beliefs about how karma can be developed and function of rebirth (Nirvana). |
| 8-Fold path | Nature of and practical application. |
| 5 moral precepts | Nature of and practical application. |
| Wesak | Origins, how it is celebrated and significance to Buddhists. |