



RELIGIOUS EDUCATION & CITIZENSHIP

Life Curriculum

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. 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.

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 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 and Health and Wellbeing foster an awareness of physical health and fitness (PSHE). Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (RSE) etc and Geography teaches an understanding of the world, through human development and quality of life. 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. At Acklam we raise awareness of culture and diversity through using both the Life curriculum and celebrating religious festivals such as Eid and Diwali. Last year we held a 'Culture Day' at Acklam where students were able to come in their traditional dress and celebrate the different cultures in school. We also aim to enhance students' wider personal development, through involving external agencies such as No More Knives, mental health charities and the local authority in order to educate students on current issues faced by young people.

Opportunities such as our Anti-Bullying ambassadors, Fab Friday 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.

RS and Personal Development Curriculum Overview

Year 7								
Getting started in secondary school	How can we get to know one another?	How can we beat bullying?	How do we keep ourselves safe?	What are different types of families?	How do we keep ourselves safe online?	How do our bodies change during puberty?	What happens to girls during puberty?	
How do we manage our money?	What are wage slips?	How can I budget and manage my money?	What are consumer rights?	How can I protect myself from fraud?	What is the difference between debit and credit?	How can money affect our mental health?		
What is life like in modern Britain?	Am I British?	What is identity and diversity?	Is multiculturalism successful in the UK?	How does racism affect certain groups of people?	What is a good citizen and how does this connect to human rights?			
Why is Easter important to Christians?	Why was Jesus' last week on earth important?	Why were the 12 disciples important to Jesus?	Why did Judas betray Jesus?	Why is the crucifixion important to Christians?	What happened during the resurrection of Jesus?	Can I compare different accounts of what happened on Easter Sunday?		
What is active citizenship?	What is active citizenship?	How can we make a change?	What change is needed in Middlesbrough?	What do I want to change in my local area?	Can I write a letter to the mayor about local change?			
What are our	What is the	Is anti-social	What is the role	What is the	What is fake	What is the role		

rights and responsibilities?	law?	behaviour a victimless crime?	of police?	difference between free press and privacy?	news and how can we stop it?	of global organisations?		
Year 8								
How can we start the new school year successfully?	How can we stay safe?	Why is it important to get enough sleep?	Is it important to fit in at school?	How can we combat racism?	Why is it important to look after our teeth?			
How can we learn about Judaism and the Holocaust?	What is Judaism?	How did the worship of Judaism change during WWII?	How did people respond to the Holocaust?	Was justice served after the Holocaust?	How is Passover celebrated?	How can we continue to remember the Holocaust?		
How do we mark important life events?	How can we lead a 'good life'?	What do Christians believe about life after death?	What do Muslims believe about life after death?	Why do some non-religious people believe in life after death?	What is marriage?	What do Humanists believe about marriage?	What do Muslims believe about marriage?	
How do I develop relationships?	What makes a relationship good or bad?	What does consent mean?	What does the law say about sex in the UK?	What are the legal, social and emotional effects of sexting?	How do we define sexuality?			
What do Muslims believe?	What are the 5 pillars of Islam?	What is the role of the Masjid (Mosque)?	Why is the Qur'an important to Muslims?	How are Islamic holidays celebrated?	Why is Hajj so important to Muslims?			

How is politics important to me?	What are local and national governments and what do they do?	What are the different types of government?	Why is it important to vote?	What are party politics?	Should 16 year olds vote?	What do we believe political parties should be like and how would we vote?		
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Year 9

How do we measure justice and democracy?	How and why do we make laws?	What are the different roles within the police force and what part do they play?	What are the different UK court systems and how do they work?	How do I construct logical arguments based on evidence?	What is democracy and why is it important?	What is the local government and how effective is it?	Why is voting important?	
Why do we talk about mental health?	What is mental health?	What is the difference between sadness and depression?	How is self-esteem connected to body image?	Is stress always a bad thing?	How do I reframe negative thinking?			
What is Buddhism?	Who was 'Buddha' and what did he stand for?	What is Samsara?	What is the life of a Buddhist Nun or Monk like? How does it differ from my own?	What does Buddhist Practice consist of?	What are the 5 moral precepts of Buddhism?			
How can we ensure we have successful relationships in our lives?	What are the different types of relationships we can have?	How can we spot the signs of abusive relationships?	What is peer pressure and how can it impact relationships?	What are the issues if you have a baby too soon and in a way that is	What are the options for an unwanted pregnancy?	What are the symptoms and different types of STIs?		

				unplanned?				
What are the dangers of unhealthy behaviours?	What are the dangers of smoking?	What are the dangers of alcohol dependence and binge drinking?	What are the different classifications and laws around drugs?	What are the effects of using cannabis and what are the different views?	What are the dangers of gambling and how can we manage the risks?	What are county lines and how are vulnerable people affected?		
Why do we consider ethics in medical practice?	How do we value life?	When does life begin?	What happens if we clone humans?	Should we allow people to die when they choose?	Why is organ donation important?			

Year 10

Why do people commit crimes and what happens when they do?	Why do people commit different types of crimes?	What are the aims of punishment when someone has committed a crime?	Is capital punishment ever justified?	What are the pros and cons of capital punishment?	Is it right to punish young offenders and how is this done?			
How are animals rights different to humans?	What are animal rights and who fights for them?	How do religious people use animals?	Should we eat animals?	Should we experiment on animals?	Is it right to use animals for entertainment?			
What effect to gangs, knife crime and hate	What are the effects of gang culture on our	What happened in the case of Stephen	What happened in the case of Anthony	What is Islamophobia and why does it	How can we prevent people from being			

crime have on society?	communities and the individuals involved?	Lawrence?	Walker?	exist?	radicalised?			
How can we ensure we have successful relationships in our lives?	What is peer pressure and how can it impact relationships?	What types of contraception are available to us?	What are the options for an unwanted pregnancy?	What are the problems associated with pornography?	What different fertility treatments are on offer for women?	What is the difference between an arranged and forced marriage in Islam?	What is honour based violence and forced marriage?	What is gender based violence and how can it be stopped?
How can I prepare myself for future employment?	What qualities make a good and bad employee?	What is an online profile?	What is a volunteer?	What is the importance of a CV?	What is a covering letter?	What is the purpose of work experience?		
What are the similarities and differences between Christianity and Islam?	What are the main principles of Islam?	What are the main principles of Christianity?	How similar are the Holy Books and teachings in Christianity and Islam?	How similar are Christian and Islamic values and morals?	How are life events and holidays celebrated in Christianity and Islam?			

Year 11

- Year 11 'Life' is delivered through our Tutor Curriculum, Assembly program and key drop down sessions at key points throughout the year.
- Religious Studies is also covered as a stand alone GCSE course for students who have chosen to study this qualification. The examination board is Eduqas.

Tutor Sessions Foci	Gangs, Crime and County Lines. Revisit	Anti Social Behaviour as a young adult.	Dangers of vaping, drugs and Alcohol	Planning for our future, Applying for Jobs and	Self image			
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	Course Introduction	Component 1: Religious, Philosophical and Ethical Studies in the Modern World		Component 2: Study of Christianity		Component 3: Study of a World Faith		Examination Preparation
Year 11 - GCSE Religious Studies	Introduction to core concepts, course structure and links to pre-requisite knowledge.	Theme 1 and 2: Issues of Relationships and Issues of Life and Death	Theme 3 and 4: Issues of Good and Evil / Issues of Human Rights	Christianity Students will study the beliefs, teachings and practices of Christianity.		Islam Students will study the beliefs, teachings and practices of Islam.		Revision of course content and examination preparation.