



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. 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*'.

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). 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. This empowers students to engage more widely in their personal, social, health, moral, spiritual and cultural education.

Opportunities such as our Random Acts of Kindness initiative, student voice and enrichment programmes operate in all our academies. The causes they promote, charities they support or enrichment activities they offer are personalised to meet the 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.



THE LIFE LEARNING JOURNEY

Students First
OUTWOOD
GRANGE ACADEMIES TRUST



YEAR 11

How ready am I for my next step?

How can we manage money?



How do we manage sexual relationships?

How do I keep myself safe?



What does it mean to be a Hindu?



What happens after we die?

YEAR 10



How do I reach my dream job?



When does life begin?

How do I manage relationships?



YEAR 9



How do I manage the risks that drugs pose?



How should we punish criminals?



How can we change our communities?



YEAR 8



Why are families important?



Are women treated equally in the UK?

Why are politics important?



What does it mean to live in Modern Britain?



Does God exist?

Why do we need to be safe online?

What does it mean to be a Christian?



How do we recognise and manage risks?

What are my options?



How do I make moral decisions?



What is Religion?



YEAR 7



Year 7

How do we recognise and manage risks?	<ul style="list-style-type: none">● To be able to explain risks which young people might encounter.● To be able to be confident in tackling and managing risks.
What is Religion?	<ul style="list-style-type: none">● To develop a deep understanding of the components of religious belief and practice.● To be aware of different beliefs and practises from various religions.
What does it mean to be a Christian?	<ul style="list-style-type: none">● To develop a broad understanding of Christian beliefs and values.● To be aware of how the religion of Christianity has developed over time.
How do we make moral decisions?	<ul style="list-style-type: none">● To be able to explain morality and ethics.● To be aware of different approaches to ethical decision making.
What are my options?	<ul style="list-style-type: none">● To develop an awareness of career pathways.● To be able to plan a route into different careers.
What does it mean to live in Modern Britain?	<ul style="list-style-type: none">● To gain a broad understanding of Citizenship.● To be able to explain what it means to be British.

Year 8

Why are families important?	<ul style="list-style-type: none">● To be able to explain sociological perspectives on family life.● To be able to synthesise religious ideas with sociological perspectives.
Does God Exist?	<ul style="list-style-type: none">● To develop a deep understanding of the philosophical arguments for and against the existence of God.● To be able to articulate our viewpoints about the existence of God.
Are women treated equally in the UK?	<ul style="list-style-type: none">● To be able to explain the role of women in different religions.● To develop the ability to articulate view points with confidence.
Why do we need to be safe online?	<ul style="list-style-type: none">● To be able to explain the risks of the online world.● To develop a strong understanding of how to manage risks online and off-line.
Why are politics important?	<ul style="list-style-type: none">● To be able to explain the function of local and national governments.● To develop a strong understanding of the importance of political engagement.

Year 9

How do I manage relationships?	<ul style="list-style-type: none">● To be able to articulate the different forms of relationships and what makes them healthy or unhealthy.● To be able to evaluate the forms of relationship we will experience through our life.
How should we punish criminals?	<ul style="list-style-type: none">● To develop a deep understanding of crime and punishment in the UK.● To be able to confidently explain knife crime & hate crime in the UK and how it impacts on everyday life.
When does life begin?	<ul style="list-style-type: none">● To be able to use a range of philosophical and theological arguments about the start of life.● To be able to apply moral and ethical principles to the issue of abortion and early life.
How do we manage the risks posed by drugs?	<ul style="list-style-type: none">● To be able to describe the law on drugs, alcohol and tobacco.● To be able to explain a wide range of views of the use of drugs.
How do I reach my dream job?	<ul style="list-style-type: none">● To develop an understanding of how to write a CV and apply for jobs.● To be able to explain how recruitment and employment law works.
What happens after we die?	<ul style="list-style-type: none">● To be able to use a range of philosophical and theological arguments for and against the existence of an afterlife.● To be able to apply moral and ethical principles to the issue of life and death.

Year 10

How do I keep myself safe?	<ul style="list-style-type: none">● To be able to explain risks we might encounter in relationships.● To be confident in managing risks and evaluate different real life approaches.
What does it mean to be a Hindu?	<ul style="list-style-type: none">● To develop a broad understanding of an eastern religion.● To confidently compare eastern and western religious perspectives.
How do we manage sexual relationships?	<ul style="list-style-type: none">● To be able to articulate healthy choices on RSE.● To be able to explain how healthy choices on RSE can impact our life.
Why do wars occur?	<ul style="list-style-type: none">● To develop a deep understanding of the causes and outcomes of a range of wars.● To be able to confidently explain issues around war such as weapons of mass destruction, Just War and terrorism.
How can we manage our money?	<ul style="list-style-type: none">● To confidently explain how to budget.● To be able to express the importance of looking after your money and managing debt.
How ready am I for my next steps?	<ul style="list-style-type: none">● To be able to explain Post-16 routes.● To be able to plan confidently our career pathways using impartial sources and local labour market information.