



Religious Studies, Citizenship and Personal Development

Curriculum

Our provision for Religious Studies, Citizenship and Personal Development 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.

Religious Studies, Citizenship and Personal Development are taught through allocated curriculum time. Within the curriculum Religious Studies, Citizenship and Personal Development are taught, along with flexibility for academies to cover other key learning relevant to the current and emerging needs of their students and local communities.

Spiritual, Moral, Social and 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 Religious Studies, Citizenship and Personal Development 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 lessons and within the whole academy experience.

Personal, Social, and Health Education (PSHE) and Relationship and Sex Education (RSE)

From 2020 RSE is a statutory requirement in all schools in England. 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 Personal Development 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 are taught through History whilst English and the arts support the appreciation of the influences that have shaped our heritage and those of others. Our IT departments teach online safety, PE fosters an awareness of physical health and fitness and Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. By doing this we not only 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. Examples of this include Remembrance Day, Holocaust Memorial Day, Black History month, and Pride Month.

Opportunities such as our Random Acts of Kindness initiative or Student Voice and enrichment programmes operate in our academy reflecting the needs and concerns of the student body. For example, our Student Parliament, which includes representatives from each form group, meets regularly to give students an opportunity to share their views about Outwood Academy Adwick.

The most important and guiding factor when devising our curriculum is 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 who is able to stay safe and care for those around them.

Religious Studies, Citizenship and Personal Development Curriculum Overview

At Outwood Academy Adwick, our curriculum allocation is as follows:

Year group	Curriculum allocation
Year 7	<ul style="list-style-type: none"> Religious Studies, Citizenship and Personal Development (collectively known as Life) - 1 hour per week Active Personal Development - 1 hour per week
Year 8	<ul style="list-style-type: none"> Religious Studies, Citizenship and Personal Development (collectively known as Life) - 1 hour per week
Year 9	<ul style="list-style-type: none"> Religious Studies, Citizenship and Personal Development (collectively known as Life) - 1 hour per week
Year 10	<ul style="list-style-type: none"> Religious Studies, Citizenship and Personal Development (collectively known as Life) - 1 hour per week
Year 11	<ul style="list-style-type: none"> Activities within tutor groups and drop down days

Year 7										
Personal Development	Introduction to Life	Friendships	Self-confidence	Kindness & Anti-bullying	Staying safe	E-safety				
	Health	Emotions	Puberty	Depression	Anxiety	Body Image	Eating disorders	Hygiene		
Citizenship	Active Citizenship	What makes a good citizen?	Local Issues – Part 1	Standing up for your beliefs	Local Issues – Part 2					
	Equality and Diversity	Identity	Diversity	Multiculturalism	Prejudice and discrimination	British Values	Being a good citizen			

Religious Studies	Introduction to RE	Personal beliefs about God	6 major religions	Judaism	Hinduism	Islam	Sikhism	Buddhism	
	Christianity	Nature of God	Jesus	Christian denominations	Churches and worship	Creation	Charity	Funerals	
Year 8									
Personal Development	Philosophy and Ethics	What do you believe?	Is there a God?	Why do bad things happen?	Creation and afterlife	Deciding right and wrong			
	Staying Safe	Online grooming	Radicalisation and extremism	Smoking and vaping	Drugs and alcohol	Gang culture	Knife Crime	Road, water, fire, rail safety	
Citizenship	Rule of Law	Why do we have laws?	Role of the police	Common law & criminal law	Criminal and civil courts	Punishments	Terrorism		
	International relations	Free press and privacy	Fake news	Regulation and censorship	What is the UK?	UN and NATO	WTO and EU		
Religious Studies	Judaism & Anti-Semitism	Abraham	Torah	Beliefs and rituals	Synagogues	History of the Jewish people	What is Anti-Semitism?	Ending Anti-Semitism	
	Humanism	What is Humanism?	Evil and Charity	Marriage	Funerals	Life after death			
Year 9									
Personal Development	Relationships	Types of relationships	Marriage	Role of Men and Women	Divorce	Pregnancy	Parenting		
	Personal responsibilities	Managing money	Banking	Taxes	Further/higher education	Housing	Driving		

	RSE	Safe Sex and STIs	Safe Sex and STIs	Consent	Sexual Harassment	Sexting			
Citizenship	Crime and punishment	Types of crime	Types of punishment	Youth crime and justice	Impact of crime	Crime reduction			
	Universal Human Rights	What are human rights?	ECHR	Prejudice and discrimination	Refugees	Humanitarian law	Case Study		
Religious Studies	Buddhism	Life of the Buddha	Karma and Rebirth	Meditation	8-Fold path	Vesak			
Year 10									
Personal Development	Careers	Thinking about your future	Personal skills and qualities	Finding Careers Information	CVs	Personal Statements	Interviews	Starting a job	
	Philosophy and ethics	Morality	Abortion	Euthanasia	Animal welfare	Environmental ethics	Business ethics	Cultural appropriation	Ethical use of social media
	Health	Cancer	Fertility	Immunisation	Blood/organ donation	First Aid	Drugs and Alcohol		
Citizenship	Politics and participation	Democracy	British constitution	Regional government	Local government	Voting	Pressure groups		
Religious Studies	Islam	Muhammad	5 Pillars	Quran	Mosque	Eid	Hajj		
	Evil and Suffering	Types of Evil and suffering	The problem of evil	Purpose of suffering	Religious response				

If you would like to discuss Religious Studies, Personal Development, Citizenship or Life, please contact the academy on 01302 722237 or email r.keen@adwick.outwood.com