



RELIGIOUS EDUCATION & CITIZENSHIP

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 VMG and assembly programmes and calendared year group events that are delivered by external agencies and groups such as The British Heart Foundation. 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 VMG 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 and 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. Recent examples of this include activities surrounding Eid, Mental Health Week and School Sports Week.

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.

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 Foxhills our curriculum allocation is as follows;

Year group	Curriculum allocation
Year 7	<ul style="list-style-type: none">• LIFE - 1 hour per week
Year 8	<ul style="list-style-type: none">• LIFE - 1 hour per week
Year 9	<ul style="list-style-type: none">• LIFE - 1 hour per week
Year 10	<ul style="list-style-type: none">• LIFE - 1 hour per week
Year 11	<ul style="list-style-type: none">• Drop down days• VMG sessions

Year 7:

Starting secondary school	ACE Programme							
Identity	Who am I?	What is my identity?	British Values	Diversity	Multiculturalism	Racism and its impact		
Local and Active Citizenship	Being a good citizen	What is active citizenship?	Local citizenship	Local issues - how to take action	Local issues - letter writing	Local issues - promoting our community		
World Religion	Religion, Faith and Belief	The 6 major world religions	Hinduism	Judaism	Buddhism	Islam	Sikhism	World religions comparison
Christianity	Nature of God	Denominations	Forms of worship and the church	Jesus - Crucifixion and Resurrection	Creation - What happened?	Charity at home		
Relationship and Sex Education	Introduction to RSE and Ground Rules	Boys and Puberty	Girls and Puberty	Friendship and Pressure	Types of Relationship	Marriage in the UK	Emotions and Wellbeing	
The Rule of Law	Why do we have laws?	Rule of Law	Role and Power of the Police	Common Law vs Criminal Law	The Court System	Terrorism	Youth Justice	

Year 8:

Healthy Me	Healthy Relationships	Smoking	Alcohol	Binge Drinking	Drugs	Cannabis and Prescription Drugs	What is mental health?	Depression and Self Harm
	Body Image, Self Esteem and Eating Disorders	Anxiety, Stress and Anger						
The Media and Global Organisations	Antisemitism and the Media	Free Press and Privacy	Fake News	Regulation and Censorship - International Example	UN/NATO and NGOs	WTO and EU	The Commonwealth of Nations	
Philosophy and Ethics	Does God exist?	How did life begin?	Why do bad things happen? Evil	How do we decide what is right and what is wrong?	Moral Dilemmas	The Year 8 Great Debate		
Relationship and Sex Education	Introduction to RSE and Ground Rules	Contraception	Child Birth	Identifying and managing sexual pressure	Concepts of the law - being safe	Sex and the internet - online and the media	LGBTQ+ and stereotypes	
Judaism	Abraham	The Torah	The Synagogue	Kosher	Shabbat	Rites of Passage		

Life After Death	Is there life after death?	Christian Funerals	Jewish Funerals	Humanist Funerals	Life after death			
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Year 9:

Drugs	What are Drugs	Cannabis and Gateway Drugs	Ecstasy and MDMA	Heroin and Impacts of Drugs	NPS (Legal Highs)	County Lines		
Human Rights	What are Human Rights?	Human and Legal Rights	Racism, Prejudice and Discrimination	Refugees - Protecting Victims of Conflict	Rules of War			
Christianity	Nature of God; Trinity	The Holy Trinity	Forms of Worship	Judgement	The Bible	Religious Leaders	Creation; Differing Interpretations	Resurrection and the afterlife
	Christianity and Mission							
Relationships and Sex Education	Introduction to RSE and Ground Rules	Consent and Coercive Control	Condoms	Consequences of Unsafe Sex: STIs	HIV and AIDS	Underage Pregnancies - Abortion/ Adoption	The role of successful parenting	

Economic Wellbeing	Budgeting	Understanding Money	Value for money and savings	Understanding Credit	Understanding Mortgages and Pensions			
Evil and Suffering	Types of Evil	The Problem with Evil	Is there a purpose to suffering	Religious Response (Christianity)	Religious Response (Islam)			

Year 10:

Crime and Punishment	How have our human rights developed?	Types of Crime	Types of Punishment	Should we still have capital punishment?	Youth Crime and Punishment	Impact of Crime and Crime Reduction Strategies		
Philosophy and Ethics	What are different ideas about creation?	What is the evidence for life after death?	Morality	Ethical Issues about the start of life	Ethical Issues about the end of life	Business Ethics	Environmental Ethics	
Islam	Muhammed (PBUH)	Quran	Mosques	Eid	5 Pillars	Hajj	Islamophobia	

Relationships and Sex Education	Introduction to RSE and Ground Rules	LGBTQ+ and different types of relationships	Media, Pornography and Body Image	The Law, Sex and the Internet	Domestic Abuse and Sexual Abuse	Cancer	Alcohol, Drugs and Risky Sexual Behaviour	Forced Marriage, Honor Based Violence and FGM
Careers	Making Choices Post 16	CV Writing	Personal Statement	Interview Skills	Managing Budgets	Value for Money and Savings		
Politics and Participation	Democracy including Rule of Law	Local Government and Councils	Regional and Devolved Government	Voting	Political Parties	Bringing about political change		