



RELIGIOUS EDUCATION & CITIZENSHIP

Life Curriculum - Religious Studies, PSHE & Citizenship

PSHE Curriculum Overview

Year 7:

Starting secondary school	Who's who and how do I find my way around?	How do I feel today?	What are my worries and how do I overcome them?	How do we get to know each other?	Where do I get help and support?	What are my goals for the year?	What have I achieved in my first half-term?
Friendships	What is a friend?	What makes a good friend?	What are my rights and responsibilities in a friendship?	How do I avoid falling out?	How can I improve my conflict resolution skills?	How can I be assertive in friendships?	How do I speak to others?
Bullying	What is bullying?	What are the types of bullying?	What is the impact of bullying?	What is cyber bullying?	Why do some people bully?	What problems do rumours cause?	Where to get help?

Personal hygiene and Puberty	What do we mean by personal hygiene?	What are the consequences of poor hygiene?	How do I maintain oral hygiene?	What is puberty?	How is my body changing?	How is my body changing?	What are periods and the menstrual cycle?	How can I manage my periods?
RSE	What is online grooming?	How can I avoid being a victim of online grooming?	What is Child Sexual Exploitation?	What is Child Sexual Exploitation?	Why do people have sexual relationships?	How can delay sexual relationships until I am ready?		
Reflection	Have I achieved my goals for the year?	What are my targets for next year?						

Year 8:

Relationships	What is a relationship?	What are my rights in relationships?	What are my responsibilities in relationships?	What makes a good relationship?	What happens when relationships break down?	How can I resolve conflicts?	How do I set boundaries?	
Intimate relationships	What is sex?	What is consent?	What are my rights in an	What are my responsibilities	What information	What is grooming?	What is FGM?	What are the dangers of FGM?

			intimate relationship?	in an intimate relationship?	should I share online?			
	What does abuse look like in a relationship?	What do we mean by coercive control?	What is sexual abuse and harassment?	What is rape? And rape culture	Where do I get help and support?			
How do I stay safe?	What dangers are there online?	How do I avoid conspiracy theories and fake news?	What is radicalisation and extremism?	What are the consequences of radicalisation and extremism?	What are the dangers of vaping?	What are the dangers of tobacco and second-hand smoke?	How do I avoid peer-pressure?	
	What is gang culture?	What are the dangers of carrying a knife?	How do I keep safe in the Sun?	How do I be a responsible pedestrian?	How do I be a responsible passenger?	How do I keep safe around water?	How do keep safe around train lines?	What are the emergency services and how do I use them?

Equality and Diversity	What is equality and diversity?	What is tolerance and respect?	What is multiculturalism?	What is a stereotype?	What impact do stereotypes have?
	What is racism?	What is sexism?	What does LGBTQ+ mean?	What is the difference between gender and sex?	What are LGBTQ+ rights?
	What is homophobia (LGBT+)?	What is anti-Muslim hate?	What is anti-Jewish hate?	What is the Equality Act?	What are protected characteristics?
	What impact does inequality have?	What are the benefits of a diverse society?	How is my area multicultural?		

Year 9:

RSE	What is consent?	What are boundaries?	What is masturbation?	What are the different types of sexual contact?	What are the different types of relationships? (LGBTQ)	What are the types of contraception?
	What are the types of contraception?	What are STI's?	What is the impact of STIs?	What is pornography?	What does the law say about pornography?	What is revenge porn?

	What does the law say about revenge porn?	What is sexting?	What are the consequences of sexting?	What happens in pregnancy?	What are the choices in pregnancy?	What lifestyle choices should I make in pregnancy?
	What support is available for pregnant women?	What is a miscarriage?				
Alcohol	What is alcohol?	What is binge drinking?	What are the consequences of alcohol dependency?	What effect does alcohol on the body?	What is the law on alcohol?	Why does alcohol make people take risk?
Drugs	What are drugs?	What are the drugs classifications?	What are prescription drugs?	What is the law relating to drugs?	What are the effects of drugs?	What are the effects of drugs?
	What is spiking?	What is date rape?	What is a good night out?			
Good Citizen	What is identity?	What makes my identity?	What are British Values?	How does a good citizen act?	How can I be a good citizen?	
Belonging	What is a community?	What is homelessness?	What are the stereotypes of homelessness?	What is immigration?	Why do people leave one country and move to another?	

	What is a refugee?	What is the current refugee crisis in X?	Should the UK accept refugees?			
Volunteering	What is volunteering?	What are the benefits of volunteering?	How can I stay safe when volunteering?	How else can I influence my local area?		
Human Rights	What are human rights?	What are children's rights?	What is humanitarian law?	What can happen when HR are ignored?		
Radicalisation	What is radicalisation?	What is extremism?	What is the Prevent strategy?	What is terrorism?		
Culture	What is a cult?	What is cultural appropriation?				

Mental Wellbeing	What is self-awareness?	What is sensitivity?	What is depression?	What is anxiety?	How can I improve my mental health?	
	What is self-harm?	What is suicide?	What are the links between drugs and suicide?	What is bereavement?	How can I manage my emotions?	
Healthy Lifestyle	What makes up a healthy diet?	What is the eat well plate?	How much sugar and caffeine and sugar should I consume?	What are eating disorders?	What are the causes, symptoms and effects of anorexia?	Why is exercise Important?

	How can I reduce my screen time?	Why is sleep important?	What is body image?	How can people decorate their bodies?	Are tattoos and piercings a good thing?	
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Year 10:

Crime	What are gangs and how do I avoid them?	What are the consequences of knife crime?	What are county lines?	What is hate crime?	What is cybercrime?
	What are the aims of punishment?	How can crimes be punished in the UK?	How are young offenders treated?		
Personal Safety	What is radicalisation?	What is trafficking?	What is exploitation?	What is forced marriage?	What is honour based violence?
Drugs	What are the dangers associated with energy drinks?	What are the dangers associated with vaping and nicotine addiction?	What is alcohol?	What are the dangers associated with binge drinking?	What are the different drug classifications?
	What is the law on drugs in the UK?	What are the dangers of prescription drugs?			

Body Image and Health	What is cancer?	Who can be affected by cancer?	How do I check for cancer?	What is fertility?	What can impact reproductive health?
	What is the menopause?	What is immunisation?	What is the anti-vax movement?	What is blood and organ donation?	What is body image?
	Is what I see on social media real?	What is selfie culture?	What is body shaming?	Should I be listening to influencers?	
First Aid	Common injuries	CPR	Defibrillators		

Year 11:

Mental Wellbeing - Exam Focus	What is mindfulness?	How can I manage my time effectively?	How can I reduce my screen time?	What is exam-stress and how can I avoid it?	How do I practice self-care?
Respectful Relationships	What do we mean by sexuality?	What is the link between sex, masturbation and pleasure?	How is consent given and respected?	How do I keep myself safe in a relationship?	What is stalking and sexual harassment?
	What are the different methods of contraception?	What are the different methods of contraception?	What are STIs?	What do I do if I suspect I have an STI?	

Religious Studies Curriculum Overview

Year 7	What is religion?	How have religions developed? East vs West, religion in the UK	What is morality? What does it mean to different people?	How do different people think we should interact with the environment?	What can we learn from places of worship?	
Year 8	Why believe in God? Add in atheism, humanism		Do you have to be religious to be inspirational?		How diverse are religious festivals? Cultural vs practising religious	What is the quest for Historical Jesus? What are sources of wisdom and what can we learn from them? Bibs literacy
Year 9	What is a religion and a belief system?	Death- is it the end?		Is religion and science compatible? Link in abortion and euthanasia	Does the media support religious stereotypes? Propaganda images	
Year 10	What is philosophy and ethics? (arguments for God)	Do we have freewill? Evil and suffering	What does religion teach about crime and punishment?	What is a family?	How are countries governed?	What do religions believe about war?

Our provision for Religious Studies, PSHE 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 Religious Studies, PSHE & Citizenship is taught through allocated Religious Studies & PSHE 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 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.

Religious studies is studied as part of the care curriculum at KS4 in Year 10. Religious Studies is also offered as an option subject for those wishing to study the subject at GCSE level.

Aspects of our Positive Discipline for Learning 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.

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 RE/PSHE 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 PSHE 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 and British Values) is taught through History whilst English and the arts support the appreciation of the influences that have shaped our heritage and 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 student to engage more widely in their personal, social, health, moral, spiritual, cultural education. At Newbold each week students complete a cultural capital session during tutor time that asks students to consider and debate the issues of the day and look at both sides of the argument. We feel this helps to develop our students into well rounded individuals, capable of contributing positively to any society across the world.

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 issue, meet statutory requirements and ensure a high level of consistency across the trust.

The most important and guiling 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.