



## RELIGIOUS EDUCATION & CITIZENSHIP

### **Religious Education and Citizenship**

Our provision of Religious Education and Citizenship is ambitious and sequenced to develop all students to be world citizens who work with industry, innovation and act with integrity. It is ambitious; exceeding the requirements of the National Curriculum for Religious education. The curriculum is designed also to meet the needs of the community and student body in relation to RSHE, Citizenship, SMSC and e-Safety. The study of this subject is essential for the personal development of our students as it supports them to be safe, respectful and responsible adults who understand the importance of British Values. It is for this reason that we call this subject, Life.

Knowledge is power. Through these lessons, students will have the tools to make informed decisions whilst understanding the consequences. It provides students with the opportunity to develop a balanced perspective about many important issues which they will face during their lives. As an academy, we want to help equip young people with the skills, knowledge and confidence to deal with situations of conflict and controversy knowledgeably and with tolerance throughout their life. The Life curriculum supports students to understand the consequences of their actions. Students will learn how to evaluate arguments, weigh evidence, look for alternative interpretations, viewpoints, and sources of evidence – to give supported reasons for the things they say and do, and to know how to bring out the best in each other.

Whilst studying Religious Studies, students will be finding out about the beliefs and lifestyles of all people, which makes us think about what we believe and reflect on our own choices. This helps us to develop our own ideas and opinions, and ultimately shape who we are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something that studying Religious Studies encourages students to have the passion for. The main objective of Religious Studies is to provide varied and enriching lessons that effectively prepare our students for life in a culturally diverse modern world. We aim to promote an awareness of the usefulness of Religious Studies to everyday living, to encourage enthusiasm for interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities.

### **Year 7-9**

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. 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 4 major world faiths, along with Humanism, philosophical and ethical dilemmas and an introduction to the remaining world religions.

### **Year 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 7-9 curriculum study. Students will consider their politics and participation within society along with rights and responsibilities in crime and punishment and in global concerns.

RE themes are taught, specifically in Religious Education GCSE lessons, each covering a range of strands for students to consider. Students will focus more on Christianity and Islam to reflect the nature of the UK as a largely Christian country, but to also allow students the opportunity to learn about Islam in more depth given the religious make-up of the local area. Students will also consider

philosophical and ethical dilemmas along with evil and suffering. These themes are intended to connect and deepen their Year 7-9 curriculum study.

### **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 Life lessons. These areas focus on the development of the whole pupil and are whole academy responsibilities. These aspects of personal development are mapped across the curriculum and reinforced by our Hallmark Programme of Assemblies, Tutor Time and Life lessons.

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

From 2020 RSHE is a statutory requirement in all schools in the UK. Our academy maps the requirements of RSHE 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. 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 RSHE are whole academy responsibilities so whilst a large part of this curriculum will be covered in Life lessons it is not restricted to this subject but rather underpins our academy's wider curriculum delivery. Our academy is conscientious in accurately mapping compliance and regularly reflects and updates this.

### **A Whole Academy Approach**

All subjects across the curriculum support the exploration of PSHE, RSHE, 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). PE and science foster 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 (RSHE). 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 Hallmark Programme supports 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.

We have a strong praise culture within our academy and ask that our students regularly show their appreciation of other students and staff. In turn, our staff celebrate the achievements of students and ensure that these are rewarded as Hallmark Heroes. Our enrichment programme offers an impressive array of additional opportunities for students. The activities on offer reflect the interests of the students and the needs of our community. We allow students opportunities to support causes or charities so that they develop a sense of duty and service.

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 academy. 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 knowledgeable and contributing members of society.

	<b>Units</b>	<b>Knowledge</b>
7	<ol style="list-style-type: none"> <li>1. Online Safety</li> <li>2. Introduction to Life</li> <li>3. RSHE education</li> <li>4. Identity,</li> <li>5. Why do we have laws,</li> <li>6. Environmental issues,</li> </ol>	<p><b>Yr7/8</b></p> <p>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. 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.</p> <p><b>Assessment</b></p> <p>Students will be assessed using various forms to evaluate impact:</p> <ul style="list-style-type: none"> <li>● Peer and Self-Assessment</li> <li>● Written and verbal feedback</li> <li>● Recall quizzes: focus on key terms and concepts.</li> <li>● Questioning</li> <li>● Role play</li> </ul>
8	<ol style="list-style-type: none"> <li>1. Christianity,</li> <li>2. Introduction to World Religions</li> <li>3. Life after Death</li> <li>4. Healthy Living</li> <li>5. Human Rights</li> </ol>	<p><b>Yr9/10</b></p> <p>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 &amp; 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 &amp; 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 &amp; 8 curriculum study.</p> <p><b>Assessment</b></p> <p>Students will be assessed using various forms to evaluate impact:</p> <ul style="list-style-type: none"> <li>● Peer and Self-Assessment</li> <li>● Written and verbal feedback</li> <li>● Recall quizzes: focus on key terms and concepts.</li> <li>● Questioning</li> <li>● Role play</li> </ul> <p>The Yr10 Curriculum could be taught in various ways including weekly tutor time sessions and drop-down days Most of the key themes are explored in other subjects and are not solely covered in the life curriculum.</p>
9	<ol style="list-style-type: none"> <li>1. Drugs</li> <li>2. Crime and Punishment,</li> <li>3. Evil</li> <li>4. RSHE</li> <li>5. Diversity</li> </ol>	
10	<ol style="list-style-type: none"> <li>1. Philosophy and Ethics,</li> <li>2. Politics and Participation,</li> <li>3. Careers and finance</li> <li>4. Careers and Finance</li> <li>5. Mental Health</li> </ol>	