



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.

At Outwood Academy Brumby we offer Life (Citizenship and Personal Development) as well as RE (Religious Education) to all KS3 and KS4 students.

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.

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 RS content. Being responsible is aligned to Citizenship content. Being safe is aligned to PSHE and RSE content taught.

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 RS/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 England. Our Academies map the requirements of RSE across subject delivery and through age appropriate guidance delivered within our Life Lessons. 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 for example a recent visit from the author Patrice Lawrence. 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 Mental Health Awareness, Anti-Bullying, a cake sale fundraising for Macmillans.

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 such as our Eco Club and Student Parliament elections.

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 Brumby our curriculum allocation is as follows;

Year group	Curriculum allocation
Year 7	<ul style="list-style-type: none">● Life - 1 hour per week● RE - 1 hour per week
Year 8	<ul style="list-style-type: none">● Life - 1 hour per week● RE - 1 hour per week
Year 9	<ul style="list-style-type: none">● Life - 1 hour per week● RE - 1 hour per week
Year 10	<ul style="list-style-type: none">● Life including RE - 1 hour per week
Year 11	<ul style="list-style-type: none">● Tutor time

Year 7

Life	Identity	Who am I?	British Values	Diversity	Multiculturalism	Racism and its impact			
	Local Citizenship 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		
	Relationship and Sex Education	Baseline Assessment and Ground Rules	Boys and Puberty	Girls and Puberty	Friendship and Pressure	Types of Relationship	Marriage in the UK		
	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		
	Online Safety	Passwords	Personal data sharing	Social media	Phishing and scams	Email accounts	Google services		
RE	World Religion	Religion, Faith & Belief	Intro to the 6 Major World Religions	Hinduism	Buddhism	Judaism	Islam	Sikhism	Christianity
	Antisemitism	Who are the Jewish people and what is	Antisemitism in the past and today	What is religious intolerance	How do we tackle antisemitism				

		their history?		and antisemitism?	today?				
	Christianity	Nature of God; Theism	Denominations	Forms of Worship & The Church	Creation	Jesus' Crucifixion and Resurrection	Charity at Home		
	What happened in the Old Testament?	Who was to blame in the Garden of Eden?	Did Job deserve his trials?	David and Goliath	Samson and Delilah	Moses and the Ten Commandments			
	Sources of wisdom and authority	What is wisdom?	The Torah	The Quran	The Vedas	The Bible	Bible Interpretation		

Year 8

Life	Healthy Me	Healthy Relationships	Smoking and vaping	Alcohol and binge drinking	Drugs	Mental health	Depression and self harm	Body image, self esteem and eating disorders	Anxiety, stress and anger management
	Relationship and Sex Education	Baseline Assessment and Ground	Contraception	Child Birth	Identifying and managing sexual pressure	Concepts of the law - being safe	Sex and the internet - online and the	LGBTQ+ and stereotypes	

		Rules					media		
	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	
	Personal Safety	Passwords	personal data Sharing	Social media	Phishing and scams	Email accounts	Google services		
	Life beyond school	From failure to success	Options in KS4	Savings and managing money	The importance of happiness	Respectful disagreement, dealing with anger	Social media and online stress		
RE	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		
	Life after Death	Is there life after death?	Christian Funerals	Jewish Funerals	Humanist Funerals	Dealing with loss			
	Judaism	Abraham	The Torah	The Synagogue	Kosher	Shabbat			
	Buddhism	Life of the Buddha	Samsara	The 5 Precepts	Monks and Nuns	Worship	Rites of Passage		
	How has	World	Religious	Comparative	The difference	Features of	Buddhism		

	religion developed in the UK	religions compared to UK	development in the UK	religions	between religion, sects and cults	faith	around the world		
	Religion and science	Genetic engineering	Medical procedures	IVF	Conjoined twins	Drugs			
Year 9									
Life	Drugs	What are Drugs	Cannabis and Gateway Drugs	Ecstasy and MDMA	Heroin and Impacts of Drugs	NPS (Legal Highs)	County Lines		
	Crime and Equality	Gangs	Knife Crime	Equality	Sexism	Racism	Immigration	Extremism and Terrorism	Radicalisation
	Human Rights	What are human rights?	Human rights and legal rights	Prejudice and discrimination	Protecting victims of conflict	Rules of war			
	Relationships and Sex Education	Baseline Assessment and Ground Rules	Consent and Coercive Control	Condoms	Consequences of Unsafe Sex: STIs	HIV and AIDS	Underage Pregnancies - Options - Abortion/Adoption	The role of successful parenting	
	Economic Well Being	Budgeting	Understanding Money	Value for money and savings	Understanding Credit	Understanding Mortgages	Understanding Pensions		

RE	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	
	Evil and Suffering	Types of Evil	The Problem with Evil	Is there a purpose to suffering	Religious Response (Christianity)	Religious Response (Islam)			
	Christianity	Nature of God; Trinity	The Holy Trinity	Forms of Worship	Judgement	The Bible	Religious Leaders	Creation; Differing Interpretations including Process Theory	Resurrection and the afterlife
	Sikhism	Guru Nanak	The 10 Gurus	Gurdwara	Sewa	Gurpurbs and Diwali	Khalsa and amrit		
Year 10									
Religious Studies, Citizenship and Personal Development	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		
	Islam	Muhammad	Quran	Mosques	Eid	5 Pillars	Haji	Islamophobia	

		(PBUH)							
	The Holocaust (UCL)	Authentic Encounters	Who were the 6 million?	Nazi antisemitism: Where did it come from?	What happened to the Jews of Europe?	Being Human? Choices, behaviours and the Holocaust.	Striving to live: How did Jewish people respond and resist?	Surviving Survival? Life and Trauma after the Holocaust	Reflection
	Relationship and Sex Education	Baseline Assessment 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				

If you would like to discuss **Life and RE** please contact the academy on **01724 708060** enquiries@brumby.outwood.com