RELIGIOUS EDUCATION & CITIZENSHIP

Life Curriculum

Religious Studies, PSHE & Citizenship

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 Studies, 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 core 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 RS 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 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 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 RS/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 students to engage more widely in their personal, social, health, moral, spiritual, cultural education.

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 issues, meet statutory requirements and ensure a high level of consistency across the Trust.

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 an efficient and contributing member of society.

RS and Personal Development Curriculum Overview

Year 7

Identity (PSHE & Citizenship)	What is Life? Who am I?	What is my identity?	British Values	Diversity	Multiculturalism	Racism and its impact			
Local & Active Citizenship (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 (RE)	Religion, Faith & Belief	The 6 Major World Religions	Hinduism	Judaism	Buddhism	Islam	Sikhism	World Religions Comparison	
Christianity (RE)	Nature of God; Classical Theism	Denominations	Forms of Worship & The Church	Jesus; Crucifixion and Resurrection	Creation: What happened?	Charity at Home			
Relationship & Sex Education	Ground Rules	Boys & Puberty	Girls & Puberty	Friendship & Pressure	Types of relationships	Marriage in the UK	Emotions and wellbeing		
The Rule of Law (Citizenship)	Why do we have laws?	Rule of law	Role and power of the police	Common law vs Criminal Law	Criminal and Civil Courts	Terrorism	Youth Justice		

Year 8

Healthy Me (PSHE)	Healthy relationships	Smoking	Alcohol	Binge drinking	Drugs	Cannabis and prescription medication	What is mental health	Depression and self-harm	Body image, self-esteem and eating disorders	Anxiety, stress and anger
The Media & Global Organisations (Citizenship)	Antisemitism and the Media	Free Press and Privacy	Fake News	Regulation and Censorship - International Example	UN/NATO and NGOs	WTO & EU	The Commonwealth of Nations			

Philosophy & Ethics (RE)	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 & Sex Education	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			
Life After Death (RE)	Is there Life after Death?	Christian Funerals	Jewish funerals	Humanist Funerals	Life After Death					
Judaism (RE)	Abraham	The Torah	The Synagogue	Kosher	Shabbat	Rites of Passage				

Year 9

Drugs (PSHE)	What are Drugs	Cannabis and Gateway Drugs	Ecstasy and MDMA	Heroin and Impacts of Drugs	NPS	County Lines				
Human Rights (Citizenship)	What are Human Rights?	Human and Legal Rights	Racism, Prejudice and Discrimination	Refugees - Protecting Victims of Conflict	Rules of War					
Christianity (RE)	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	Charity; World Mission	
Relationship & Sex Education	Ground Rules	Consent & Coercive Control	Condoms	Consequences of Unsafe Sex: STIs	HIV and AIDs	Underage Pregnancies - Options - Abortion/ Adoption - When to get help	The role of successful parenting			

Economic Wellbeing (PSHE)	Managing budgets	Understanding Money	Value for Money and Savings	Understanding Credit and gambling awareness	Mortgages and pensions				
Evil and Suffering (RE)	Types of Evil	The Problem with Evil	Is there a purpose to suffering?	Religious Response (Christianity)	Religious Response (Islam)				

Year 10

Crime and Punishment (Citizenship)	Development of Citizen's rights/Magna Carta	Types of Crime	Types of Punishment	Should we still use capital punishment?	How is youth crime and punishment different?	Impact of Crime and Crime Reduction Strategies			
Philosophy & Ethics (RE)	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 (RE)	Muhammad (PBUH)	Quran	Mosques	Eid	5 Pillars	Haji	Islamophobia		
Relationship & Sex Education	Ground Rules	LGBTQ+ and Different Types of Relationships	Media, Pornography and Body Image	The Law, Sex, and the Internet	Domestic and Sexual Violence & Harassment	Cancer	Alcohol, Drugs and Risky Sexual Behaviour	FGM/ Honour Based Marriages/ Domestic Abuse	
Careers (PSHE)	Making Choices Post 16	Getting Started with CV writing	Writing a Personal Profile	Interview skills	Managing budgets	Understanding Money	Value for Money and Savings	Understanding Credit and gambling awareness	Mortgages and pensions
Politics and Participation (Citizenship)	Democracy including Rule of Law	Local Government and Councils	Regional and Devolved Government	Voting	Political Parties	Bringing about political change			