

Purpose and intent in PSHE (including Citizenship) and Religious Education

PSHE

Impact

We want to give our young people a curriculum that provides the knowledge and attributes they need to manage their lives now and in the future. These skills and attributes help young people to stay healthy, safe, and prepare them for life and work in modern Britain. Forming positive and appropriate healthy relationships in all areas of their lives now and in the future.

Goal for every student

- To enable young people to become more resilient and improve their own self-esteem, risk-management, team work and critical thinking.
- To focus on the core elements of health and well-being, relationships and the wider world including preparation in relation to finance and careers.
- To prepare young people to become active and responsible citizens.
- To be aware of the importance of healthy relationships, including LGBTQ+ relationships.
- To allow young people to explore issues relating to drugs and relationships.
- To ensure that the law on drugs and sex are clear throughout key topics.
- To prepare young people for their own career ideas as they progress onto adulthood.
- To ensure that the views of others are respected in line with British values.
- To encounter employers and consider the skills and qualities needed in the workplace, in line with Gatsby benchmarks.
- To ensure that young people make responsible decisions regarding drugs and relationships.
- To promote citizenship education in line with guidelines on the teaching of issues such as the democracy, law and fundamental values in British society.
- To encourage healthy lifestyle choices.
- To discuss mental health and signpost young people to possible agencies and strategies to tackle any concerns.

Implemented pace

One topic per half term (depending on the nature of the term and the needs of individual groups). Some groups, for example, may need more time on preparation for their post-16 options compared to others. Some groups may need more intervention regarding drugs or relationships.

The time spent on these topics, therefore, depends on student/staff voice and the needs of the young people. T4W strategies are present during the introduction of key topics, specifically a never-heard-the-word grid. Due to the nature of the subject, model answers and exam preparation do not feature in a scheme of work.

A distinction is made between the topics covered in KS3 and KS4, showing age appropriate lessons in relation to drugs, sex/relationships education and careers. This shows a sequential approach to dealing with real-world issues that will directly apply to the young people that we teach. Links are made with prior learning, although the issues within various topics increase in relation to the issues and debates within the lesson.

Impact

The impact of PSHE on young people is ultimately reflected on the choices and decisions that they make inside and outside of school. However, the progress of young people can be seen within the discussions that take place in lessons and the tasks carried out in books. Pupils will be able to reflect upon and apply the knowledge gained within lessons to life outside of the classroom, as well as making links between previous lessons and topics lower down the school – ensuring that

higher order thinking and mastery can develop as the years progress. Links will also be made between the PSHE curriculum as well as other areas of the school e.g. Contraception lessons in PSHE and Science.

All young people produce a self-assessment at the end of each topic to reflect upon their own learning and the target(s) they need to set themselves for the next. Schemes of work are moderated in relation to student/staff voice as well as statutory guidelines e.g. DfE guidelines on sex and relationships education. Schemes of work are updated on a regular basis to reflect the nature of the changing society and world we live in.

Religious Education

Intent

Every student is entitled to have access to the key concepts, principles and morals of religious and non-religious beliefs, whether they share these beliefs or not. To ensure that young people are literate regarding the six major world religions. To promote tolerance and respect of religious and non-religious beliefs, in line with British values. To make young people aware of the range of ethical and moral dilemmas within the world, including some dilemmas that our young people may experience.

Goal for every student

- Religious Education is an essential component of a broad and balanced education.
- To encourage ethical debate on a range of moral issues.
- To prepare young people for the ethical issues that they might well face in their future life e.g. abortion, prison, euthanasia.
- To give young people the knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.
- To create an understanding of the world and their own personal beliefs in relation to ultimate questions and the world around them.
- Ensuring that young people encounter religious scripture and religious parables and stories that give meaning to religious and non-religious living.
- To plan a variety of encounters with the religious community around our school, as and when possible.
- To promote the spiritual, moral, social and cultural development of young people and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Implementaed pace

In year seven, each topic lasts for six lessons (two lessons a fortnight), with all six of the world religions covered (an hour on each religion). Baseline assessments, GEM tasks and T4W are all intertwined with these lessons. In year eight, these world religions are examined in a specific scheme of work, with a specific focus on Christianity, Islam and Hinduism. Year eight also start to encounter ethical topics, such as crime and punishment. In year nine, young people experience philosophical and ethical topics, with a focus on their own views as well as religious and non-religious belief.

At KS4, young people receive an hour a fortnight, following the AQA A GCSE RE short course qualification. In year ten, pupils encounter Christian and Muslim beliefs, as well as the

relationships topic. Year eleven focuses on the war/peace topic and revision of the whole course in order to prepare them for the exam.

A clear distinction is needed regarding lessons and approaches made in KS3 and KS4 Religious Education. At KS3, lessons prepare young people for the foundations of religious/non-religious belief and the key concepts covered at GCSE, both key beliefs and ethical content and dilemmas. At KS4, age appropriate lessons are taught in line with the GCSE syllabus and the ethical questions that need to be addressed.

Impact

In year seven, students are initially assessed at the start of the year to ascertain an overview of the year groups knowledge. An assessment is also completed at the end of the year, with one assessment halfway through the year. Year eight and nine similarly produce two assessments throughout the year. At KS4, regular exam questions are produced as well as end of topic assessments in line with GCSE guidance. Both year ten and eleven face a mock exam to prepare them for the expectations of the short course.

All key stages have GEM tasks and T4W strategies peppered throughout them, as well as JPD meetings to moderate marking and assessments for all year groups. The schemes of work are updated following curriculum changes and the changing world that young people are faced with.