PSHE/RE/Citizenship Key Stage 3 Curriculum Overview –

Curriculum intent

PSHE is made up of PSHE, Citizenship and RE and serves the core purpose of supporting the Personal Development Ofsted framework to allow students the opportunities to learn beyond the academic and study and learn skills needed to be a valued member of society. It contributes to the whole school mission of growth by allowing students to debate and discuss matters of extreme importance to their own and future lives within a safe and nurturing environment.

The intent of RE is to provide balanced RE and to cater for students to see the different strands/lenses of thinking that exist within the multi disciplinary approaches of RE in Philosophy, social sciences and Theology

Year 7 embeds religious knowledge into the students to allow them to become academic RE thinkers for the rest of their schooling. Starting with understanding of God students build through the year into debates around religion and its place in the wider world. PSHE supports by starting their RSHE secondary education with a grounding in consent, basic good relationships and important life skills such as personal hygiene and understanding puberty. Bullying is tackled through an anti bullying unit and risky behaviours are challenged through topics such as basic drug education with the dangers of alcohol being studied.

This subject has one hour per week timetabled for year 9-12 and the learning is sequenced accordingly to ensure a spiralised curriculum that develops throughout and builds on knowledge gained each year. We have matched the national curriculum, Bedford Agreed Syllabus and DFE guidance for Citizenship, RE and PSHE respectively to ensure an age appropriate curriculum. In PSHE we also feel it is important to not try to have a one size fits all approach. We therefore supplement learning in timetabled lessons with a programme of structured learning opportunities within the form time programme with PSHE supplementing the weekly SMSC programme. Workshops, guest speakers and enrichment also furthers the learning of PSHE across the whole school

As part of a spiralised programme of learning throughout the seven year plan for PSHE, RE and Citizenship students build on their year 7 knowledge by being introduced to more controversial and emotional topics now that they have the baseline knowledge to be able to start this. The aim here is to build students emotional literacy whilst encompassing the aims of each subject of Citizenship, PSHE and RE. In RE the aim is to build on the different views of God they have from year 7 and now to encounter issues within religions and how people from faiths and non faiths may approach these issues and use the belief system they have to tackle these issues. In Citizenship students focus on British democracy and what underpins this key part of Britishness building on their understanding of human rights. In PSHE students build on year 7 relationships understanding and are introduced to harmful relationships as they start to enhance their RSE understanding at age appropriate levels

Term	Year 7	Year 8	Year 9
Autumn term 1	RE: 'What do people believe about God and the Universe?'	RE: what happens when we die?	RE rotation: The role of religion in Peace and Conflict Citizenship rotation: The Criminal Justice System/Democracy RE/PSHE: Relationships and Families *(from religious and non religious perspectives)*

Links to prior learning	Using own belief to find links between own views and the Christian views-using other students opinions to develop the learning here Key facts about Christianity, what it is and what belief in God means to people. Stories of Jesus from the Bible for example stories on the miracles he performed according to the bible (For example stories of Jesus from the four gospels that show the miracles he performed according to the Bible such as feeding the five thousand, walking on water, curing the sick). Stories of Jesus	relationships and healthy relationships-builds on the theme of trust and faith	Ths unit connects to other RE units and is central to understanding the Christian view of love-this idea permeates through all study of Christianity-God is love
Links to future learning	This topic will allow students to compare it to Sikh views of God in Autumn 2 and Muslim views of God in Spring term and therefore build wider religious views of God Students will be able to use religious literacy of God built up over Autumn and Spring terms to then engage in deeper philosophical questions relating to the good and bad topic in summer year 7 RE Students being set up to learn about and learn from religion in this way reflects the pedagogical approach of RE at Kempston Academy for the purpose of Balanced RE (https://balancedre.org.uk/) which allows the development of religious literacy balanced with deep learning from reflection. This is planned throughout the key stages when teaching RE as our methodological approach	Personal Safety, suicide in PSHE	That for Chrisians god is love-a central theme to be established The importance of building the RSHE key content knowledge for future life capability
Careers links	Any careers that cater for importance of understanding difference-eg Social work/teaching have links here	Future work with people-understanding differences	Any careers that cater for importance of understanding difference-eg Social work/teaching have links here
SMSC/Safeguarding/ Protected Characteristics	The right to religious freedom is important here to be actively promoted. The rights of parents as to how they want to raise their children spiritually needs to also be respected-the classroom allows for debates but not personal challenging of views	The right to freedom of expression here is key as well as British values of rights to religion/mutual respect	The right to religious freedom is important here to be actively promoted. The rights of parents as to how they want to raise their children spiritually needs to also be respected-the classroom allows for debates but not personal challenging of views
Autumn term 2	RE: How are Sikh teachings on equality and service put into practice today? PSHE: Anti Bullying Week lessons on anti bullying for that week	PSHE: Sexual bullying/Risky behaviours/Drugs/ RSE topics include: sexual bullying/LGBTQ/risky behaviours PSHE/Citizenship: Online safety for Anti bullying week safer online relationships(nspcc)	RE/PSHE: Relationships and Families *(from religious and non religious perspectives)*
Links to prior learning	The Christian forms of God-the trinity sets up an understanding that God is viewed differently by different religions	RSE in year 7 to which this develops from	Ths unit connects to other RE units and is central to understanding the Christian view of love-this idea permeates through all study of Christianity-God is love
Links to future learning	Sikhs in Bedford-in the future students will need to be able to understand their local environment and this links with being part of the wider community of Bedford that will be studied in PSHE and Citizenship	RSE in future years-we need to develop RSE knowledge before controversial topics can be studied in later years	That for Chrisians god is love-a central theme to be established The importance of building the RSHE key content knowledge for future life capability
Careers links	United nations/peace keeping style careers that display tolerance of others	Nursing	

SMSC/Safeguarding/ Protected Characteristics	Mutual respect and tolerance-students will learn to respect those of different views. By using the balanced RE pedagogical approach to this topic students will deeply reflect whilst becoming religiously literate which will aid the British value of tolerance through understanding about people with different views to their own Students will develop their Spirituality and sense of self by reflecting on who and what God means to them whether they are religious or not	Mutual respect. Importance of not trying to be the specialist-brook website to be used by teachers to signpost students wanting to know more	Mutual respect and tolerance-students will learn to respect those of different views. By using the balanced RE pedagogical approach to this topic students will deeply reflect whilst becoming religiously literate which will aid the British value of tolerance through understanding about people with different views to their own Students will develop their Spirituality and sense of self by reflecting on who and what God means to them whether they are religious or not
Spring term 1	RE: 'Core and diverse Islam:what is universal and what is different? *Part 1*	RE: The Buddha: how and why do his teachings have meaning for people today?	PSHE: Year 9 RSE part 1 RSE topics include: healthy relationships/body image/domestic abuse/sharing of nudes(Nspcc)
Links to prior learning	The Christian forms of God-the trinity sets up an understanding that God is viewed differently by different religions	Connection of God and how Buddhism does not have a God is central here	This connects to future PSHE learning as well as parts of the form time programme
Links to future learning	Sikhs in Bedford-in the future students will need to be able to understand their local environment and this links with being part of the wider community of Bedford that will be studied in PSHE and Citizenship	This deep reflection sets key skills for the future of RE study-how to be tolerant and have mutual understanding	As part of the spiralised curriculum
SMSC/Safeguarding/ Protected Characteristics	NEVER DISPLAY OR ASK STUDENT TO DEPICT ALLAH OR MUHAMMAD-this is EXTREMELY OFFENSIVE TO MUSLIMS-the reason for this is that Islam is based on the idea of equality, no one s better than anyone else so therefore Idols should not occur in this religion. Idolitry is banned in Islam.		As per Protected characteristic human rights underpin all
Spring term 2	Citizenship: Human Rights/Personal Finance H/W Nebula course	RE: **Core and Diverse Islam Part 2**	PSHE: **Knife Crime (NEW TRUST RESOURCES)** /Mental Health Awareness/Careers key stage 3/Finance key stage 3
Links to prior learning	This connects to future PSHE learning as well as parts of the form time programme	The connection between Islam and Christianity through Abraham should be made. Students can draw on their understanding from Primary school-world religions is a part of the Primary school agreed syllabus so although students may at times appear vacant of knowledge they have mostly studied it if were schooled in the UK and would have encountered Islam to some extent-the breaking down of misconceptions is perhaps more important to ensure students can develop understanding and not learn a stereotypical view of Islam	As part of the spiralised curriculum
Links to future learning	As above as part of the spiralised curriculum-Citizenship appears throughout the whole of our PSHE curriculum	To go beyond the threshold students will develop how and why Abraham is of vital importance to three main world religions: Islam, Christianity and Judaism and how this central belief unites rather than separates the three religions, therefore breaking down stereotypes that are sometimes held in the world media.	As above as part of the spiralised curriculum-Citizenship appears throughout the whole of our PSHE curriculum

Careers links	Finance/human rights/anti homelessness campaigners	Peacekeeping and similar careers	Mental health nursing
SMSC/Safeguarding/ Protected Characteristics	As per Protected characteristic human rights underpin all protected characteristics and this will be enhanced by that	NEVER DISPLAY OR ASK STUDENT TO DEPICT ALLAH OR MUHAMMAD-this is EXTREMELY OFFENSIVE TO MUSLIMS-the reason for this is that Islam is based on the idea of equality, no one s better than anyone else so therefore Idols should not occur in this religion. Idolitry is banned in Islam.	As per Protected characteristic human rights underpin all
Summer term 1	PSHE: Year 7 RSE Topics include: Hygiene, puberty, periods	PSHE: Year 8 RSE Topics include: Respect/HealthyChoices/depression/self harm/Sexualised media and sexual harrasment (NSPCC) -add FGM	PSHE: RSE part 2 RSE topics include: online pornography/parenting key stage 3/pregnancy/
Links to prior learning	This connects to future PSHE learning as well as parts of the form time programme	links to RSHE and PSHE future planning as well as form time programme as per KA RSHE policy	his connects to future PSHE learning as well as parts of the form time programme
Links to future learning	As above as part of the spiralised curriculum-students will learn more controversial topics and need this as the basis	links to RSHE and PSHE future planning as well as form time programme as per KA RSHE policy	As above as part of the spiralised curriculum-students will learn more controversial topics and need this as the basis
Careers links	human rights/Nursing		human rights/Nursing
SMSC/Safeguarding/ Protected Characteristics	As per Protected characteristic human rights underpin all protected characteristics and this will be enhanced by that		As per Protected characteristic human rights underpin all protected characteristics and this will be enhanced by that
Summer term 2	RE: Why are people good and bad?	Citizenship/PSHE: Extremism and Radicalisation Citizenship: Democracy	PSHE: RSE part 3 RSE topics include: harassment/STI's/Safe sex
Links to prior learning	Christian and non religious knowledge built in Autumn and spring-students get to develop their ability to debate and this has been key theme all year	links to RSHE and PSHE future planning as well as form time programme as per KA RSHE policy	This connects to future PSHE learning as well as parts of the form time programme
Links to future learning	With ability to give opinions and listen to others students will develop throughout pshe up to year 13	links to RSHE and PSHE future planning as well as form time programme as per KA RSHE policy	As above as part of the spiralised curriculum-students will learn more controversial topics and need this as the basis
Careers links	RE teacher/Philosophy	Nursing/Safeguarding	human rights/Nursing
SMSC/Safeguarding/ Protected Characteristics	Mutual respect, religious tolerance	Personal safety	As per Protected characteristic human rights underpin all protected characteristics and this will be enhanced by that
Literacy and vocabulary in PSHE/RE and Citizenship is developed through scenario based reading materials in most lessons and by extended writing assessments based to support paper 2 English GCSE			
How we track students' progress: Extended writing-to support development of theological understanding, philosophical questioning and social scientific thinking			
Parents/Carers can support their child by:			

granting internet access to ensure their child logs on to seneca platform to enhance their learning	