

Relationships, Sex & Health Education Policy

September 2020

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Associated Documents & Links to:	
<ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Behaviour Policy • Whistleblowing policy • Data protection policy • E-safety policy • Anti-Bullying policy 	<p>Statutory DfE guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <ul style="list-style-type: none"> • Personal Development (KS3), Science, ICT Curriculum, Citizenship (KS4), Religious Education, Tutor time and assemblies. • Visitors Policy

Approved by the Standards and Outcomes Committee of the Trust Board, June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships including helping pupils to create healthy, nurturing relationships of all kinds.
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

3. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per s.34 [Children and Social Work Act \(2017.\)](#)

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in s.403 [Education Act \(1996\)](#).

At Iceni Academy we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Personal Development (PD) Lead, Director of Humanities, Designated Safeguarding Lead (DSL), Curriculum lead and SENCo pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations by email in September 2020
3. Parent/stakeholder consultation – parents and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically at office@iceni.attrust.org.uk by 2nd October 2020 and invited to attend a meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSE by having it as an agenda point on the first Student Government agenda. This will then be fed back to the Personalised Learning Groups (PLG).
5. Pupil reflection – we will ask pupils for feedback on the RSE units once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by asking each PLG to provide their feedback to their Government representative who will discuss it at the next Government meeting.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.

RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.

RSE is NOT about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with support from a Local Authority advisor, parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting pupils to a safe and reliable sources of information such as Brook or School Nursing teams where appropriate.

7. Delivery of RSE

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

The KS3 curriculum will be taught within, initially, the students PLGs. The teachers will be aware of any particularly needs within the group so that they plan appropriate lesson which are accessible by all. Those children with specific additional needs will be able to speak to a range of other adults for additional support if needed.

Pupils also receive stand-alone sex education sessions delivered by a trained professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Roles and responsibilities

The local academy committee (LAC)

The LAC will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.

The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Supporting the review and reflection process for pupil feedback after taught units.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Make pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Staff Name	Job Title	Aspect of RSE
Mrs Rebecca Bradley	PD Lead and Teacher of Health and PE	PDP

Mr Nick Bedford	Director of Humanities	Citizenship
Miss Rebecca Pyke	RE lead	RE/PDP/Citizenship
Mr James Spurgeon	Director of Health and PE	PDP
Mr Luke Taylor	Teacher of Health and PE and Maths	PDP
Mrs Kerry Isbell	Teacher of Health and PE	PDP
Miss Sarah Turner	Assistant Principal and Teacher of Health and PE	PDP

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

Pupils with an additional need including pupils with SEND and EAL

We aim to ensure that the curriculum is accessible for all students and are mindful that this is particularly the case for students with special educational needs and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND pupils to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law. As part of this, we will work with the school SENCO, family and the pupil.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) up to and **until 3 terms before the child turns 16**. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE/RSHE classroom environment

Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the Science National Curriculum.

Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Principal. Wherever possible, a meeting will take place between a representative of the academy and family to address any concerns raised.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE in line with the academy's Visitors Policy.

11. Monitoring arrangements

The delivery of RSE is monitored by Mr Duncan Carmichael (Vice Principal) through: learning walks, work scrutiny, lesson observations and due regard taken of the student feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr Duncan Carmichael/Miss Amy Staniforth/Mrs Rebecca Bradley/Mr Nick Bedford and bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the Trustees.

Appendix 1: Curriculum map

Relationships and sex education curriculum map KS3 PDP

Long Term Plan						
Year/ Core theme	Autumn 1- Health and Wellbeing	Autumn 2- Living in the wider world	Spring 1- Relationships	Spring 2- Health and Wellbeing	Summer 1- Relationships	Summer 2- Living in the wider world
7 Unit omitted: Transition and safety (some transition covered in aut 1 unit)	RETURN TO SCHOOL POST LOCK DOWN UNIT: <ul style="list-style-type: none"> Back to school after Covid 19 Bacteria and viruses Mental Health Intro Mental Health-positivity The benefits of sleep Transition (both starting high school and to the next school year up- so applicable to all) This year, YOUR year (goal setting) 	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM Year 6 RSE bridged content	Diversity Diversity, prejudice, and bullying	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
8 Unit omitted: Community and Careers	RETURN TO SCHOOL POST LOCK DOWN UNIT: <ul style="list-style-type: none"> Back to school after Covid 19 Bacteria and viruses Mental Health Intro Mental Health-positivity 	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability,	Emotional wellbeing Mental health and emotional wellbeing, including body image and	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

	<ul style="list-style-type: none"> • The benefits of sleep • Transition (both starting high school and to the next school year up- so applicable to all) • This year, YOUR year (goal setting) 		discrimination, sexism, homophobia, biphobia and transphobia	coping strategies		
9 Unit omitted: Employability skills	RETURN TO SCHOOL POST LOCK DOWN UNIT: <ul style="list-style-type: none"> • Back to school after Covid 19 • Bacteria and viruses • Mental Health Intro • Mental Health-positivity • The benefits of sleep • Transition (both starting high school and to the next school year up- so applicable to all) • This year, YOUR year (goal setting) 	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process

Appendix 2: By the end of secondary school pupils should know

Topic content overview	
TOPIC- Yr 7	Medium term plan 'I can' content
Transition and safety	<ul style="list-style-type: none"> * I can identify, express and manage my emotions in a constructive way. * I know how to manage the challenges of moving to a new school. * I am confident to establish and manage friendships * I fully understand how to improve my study skills

	<ul style="list-style-type: none"> * I can identify personal strengths and areas for development. * I fully understand personal safety strategies and travel safety, e.g. road, rail and water. * I know how to respond in an emergency. * I can confidently perform basic first aid.
Developing skills and aspirations	<ul style="list-style-type: none"> * I am enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. * I know about a broad range of careers and the abilities and qualities required for different careers * I fully understand equality of opportunity * I am confident to challenge stereotypes, broaden my horizons and how to identify future career aspirations. * I understand the link between values and career choices.
Diversity	<ul style="list-style-type: none"> * I understand the concepts of identity, rights and responsibilities. * I know how to be a positive member of a diverse society. * I am confident to challenge prejudice, stereotypes and discrimination. * I can identify the signs and effects of all types of bullying, including online. * I know how best to respond to bullying of any kind, including online. * I know how to support others.
Health and puberty	<ul style="list-style-type: none"> * I know how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. * I am confident to manage influences relating to caffeine, smoking and alcohol. * I am confident to manage physical and emotional changes during puberty. * I know about about personal hygiene. * I can recognise and respond to inappropriate and unwanted contact. * I know about about FGM and how to access help and support.
Building relationships	<ul style="list-style-type: none"> * I know how to develop my self-worth and self-efficacy. * I can recognise qualities and behaviours relating to different types of positive relationships. * I understand how to recognise unhealthy relationships. * I know how to recognise and challenge media stereotypes. * I understand how to evaluate expectations for romantic relationships. * I understand about consent, and how to seek and assertively communicate my consent.
Financial decision making	<ul style="list-style-type: none"> * I know how to make safe financial choices. * I know about ethical and unethical business practices and consumerism. * I know about saving, spending and budgeting. * I know to how to manage risk-taking behaviour.
Topic- Yr 8	

Drugs and alcohol	<ul style="list-style-type: none"> * I know about medicinal and reactional drugs. * I understand the effects of over-consumption of energy drinks. * I understand the relationship between habit and dependence. * I know how to use over the counter and prescription medications safely. * I understand how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. * I am confident when managing influences in relation to substance use. * I am able to recognise and promote positive social norms and attitudes.
Community and careers	<ul style="list-style-type: none"> * I know about equality of opportunity in life and work. * I am confident to challenge stereotypes and discrimination in relation to work and pay. * I know about employment, self-employment and voluntary work. * I can set aspirational goals for myself for future careers and challenge expectations that limit choices.
Discrimination	<ul style="list-style-type: none"> * I can confidently manage influences on beliefs and decisions * I know about group-think and persuasion. * I know how to develop my self-worth and confidence. * I understand about gender identity, transphobia and gender-based discrimination. * I can recognise and challenge homophobia and biphobia. * I am able to recognise and challenge racism and religious discrimination.
Emotional wellbeing	<ul style="list-style-type: none"> * I understand a range of attitudes towards mental health. * I am confident to challenge myths and stigma. * I understand about daily wellbeing. * I know how to manage emotions. * I know how to develop digital resilience. * I know about unhealthy coping strategies (e.g. self harm and eating disorders). * I know about healthy coping strategies.
Identity and relationships	<ul style="list-style-type: none"> * I can explain the qualities of positive, healthy relationships. * I understand how to demonstrate positive behaviours in healthy relationships. * I understand about gender identity and sexual orientation. * I understand about forming new partnerships and developing relationships. * I can explain about the law in relation to consent. * I understand that the legal and moral duty is with the seeker of consent. * I understand how to effectively communicate about consent in relationships. * I can explain the risks of 'sexting' and how to manage requests or pressure to send an image.

	<ul style="list-style-type: none"> * I can explain about basic forms of contraception, e.g. condom and pill
Digital literacy	<ul style="list-style-type: none"> * I know about online communication. * I know how to use social networking sites safely. * I know how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation. I know how to respond and seek support in cases of online grooming. * I can recognise biased or misleading information online. I am confident to critically assess different media sources. * I know how to distinguish between content which is publicly and privately shared. * I know about age restrictions when accessing different forms of media and how to make responsible decisions. * I can explain how to protect financial security online. * I know how to assess and manage risks in relation to gambling and chance-based transactions.
Topic- Yr 9	
Peer influence, substance use and gangs	<ul style="list-style-type: none"> * I know how to distinguish between healthy and unhealthy friendships. * I can assess risk and manage influences, including online. * I know about 'group think' and how it affects behaviour. * I can recognise passive, aggressive and assertive behaviour, and how to communicate assertively. * I know how to manage risk in relation to gangs. * I know about the legal and physical risks of carrying a knife. * I understand about positive social norms in relation to drug and alcohol use. * I know about the legal and health risks in relation to drug and alcohol use, including addiction and dependence.
Setting goals	<ul style="list-style-type: none"> * I understand about transferable skills, abilities and interests. * I know how to demonstrate my strengths. * I know about different types of employment and career pathways. * I know how to manage feelings relating to future employment. * I understand how to work towards aspirations and set meaningful, realistic goals for the future. * I know about GCSE and post-16 options. * I understand which skills are required for decision making.
Respectful relationships	<ul style="list-style-type: none"> * I can explain about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. * I know about positive relationships in the home and ways to reduce homelessness amongst young people. * I can describe conflict and its causes in different contexts, e.g. with family and friends. * I can describe conflict resolution strategies. * I know how to manage relationship and family changes, including relationship breakdown, separation and divorce. * I know how to access support services.

Healthy lifestyle	<ul style="list-style-type: none"> * I can explain the relationship between physical and mental health. * I know about balancing work, leisure, exercise and sleep. * I know how to make informed healthy eating choices. * I understand how to manage influences on body image. * I am confident to make independent health choices. * I am able to take increased responsibility for physical health, including testicular self-examination.
Intimate relationships	<ul style="list-style-type: none"> * I understand about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. * I can explain the myths and misconceptions relating to consent. * I know about the continuous right to withdraw consent and capacity to consent. * I know about STIs, effective use of condoms and negotiating safer sex. * I can explain the consequences of unprotected sex, including pregnancy. * I understand how the portrayal of relationships in the media and pornography might affect expectations. * I know how to assess and manage risks of sending, sharing or passing on sexual images. * I understand how to secure personal information online
Employability skills	<ul style="list-style-type: none"> * I can explain young people's employment rights and responsibilities. * I understand the required skills for enterprise and employability. * I know how to give and act upon constructive feedback. * I understand how to manage my 'personal brand' online. * I can identify habits and strategies to support progress. * I know how to identify and access support for concerns relating to life online.

Year 11 Citizenship

Autumn Term- Finishing our independent project started over lockdown.

Investigative project looking into an issue in Citizenship- developing a greater understanding of society and their place in it.

Why is voting important?- understanding the first past the post system.

Understanding the executive/legislative/ judiciary and monarchy.

Political parties in the UK and how to vote for them.

Autumn Term 2 – What is the role of the Prime Minister and Parliament?

The legislative process.

The role of the Prime Minister.

Electoral systems and processes used in European parliamentary elections.

How citizens can/cannot participate in a democratic and non-democratic political system.

How citizens can contribute to parliamentary democracy and hold those in power to account- digital democracy/citizenship action/ roles of public institutions.

Spring Term 1- How do citizens play a part in the legal system?

Discrimination and the law.

The right of representation.

The nature of criminality in the UK.

Human rights.

How do citizens play a part to bring about change in the legal system?

Playing your part in Democracy.

Democracy at work in the UK.

Spring Term 2- Understanding the democratic system of the UK

How are we governed?

Political rights

Devolution

Who can stand for election?

How are taxes raised and spent locally and nationally?

Where does political power reside: with the citizen, parliament or government?

Summer Term 1 - Exam practice over previous year's topics.

Year 10- Citizenship

Autumn Term 1- Understanding others

What is Citizenship?

What does it mean to be British?

What do we mean by identity?

Immigration

Mutual respect

Role of the media and the free press

The UK's role in international organisations.

Autumn Term 2- Understanding others

Responding to humanitarian crises.

The UK & NGO's.

How can citizens make their voice heard and make a difference in society?
How to answer exam questions.
Recap and revision.

Spring Term 1- Laws and rights.

What laws does a society require?
Rights vs. Responsibilities.
Legal rights and responsibilities.
Rights and entitlements at different ages.
How has the law developed over time?
Discrimination and the law.
The right of representation.

Spring Term 2- Criminality in the UK

The nature of criminality in the UK.
How do we deal with those who commit crime?
Human rights.
How do citizens play a part to bring about change in the legal system?

Summer Term 1 & 2- Understanding democracy

Playing your part in democracy
Democracy at work in the UK
How are we governed?
Political rights.
Devolution
Who can stand for election?
How are taxes raised and spent locally and nationally.
Where does political power reside: with the citizen, parliament or government?

3.1 Citizenship skills, processes and methods

Through studying GCSE Citizenship Studies students will:

- gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected

- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.

3.2 Life in modern Britain

In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

3.2.1 What are the principles and values that underpin British society?

- The key principles and values underpinning British society today.
- The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.
- Key factors that create individual, group, national and global identities.

3.2.2 What do we mean by identity?

- The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on identity debates.
- Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.
- The need for mutual respect and understanding in a diverse society and the values that underpin democratic society.
- Identity and multiple identities; the diverse nature of the UK population.

3.2.3 What is the role of the media and the free press?

- The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account.
- The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity.
- The operation of press regulation and examples of where censorship is used.

3.2.4 What is the UK's role in key international organisations?

- The role of the UK within the United Nations (UN), NATO, the European Union (EU), the Council of Europe, the Commonwealth and the World Trade Organisation (WTO).
- The UK's membership of the EU and its impact upon the UK.
- How the UK has assisted in resolving international disputes and conflicts, and the range of methods used.
- How non-governmental organisations (NGOs) respond to humanitarian crises.

3.2.5 How can citizens make their voice heard and make a difference in society?

- The opportunities and barriers to citizen participation in democracy.
- The range of actions a citizen can take who wishes to hold those in power to account; the advantages and disadvantages of joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.
- The role of organisations such as; public services, interest groups, pressure groups, trade unions, charities and voluntary groups and how they play a role in providing a voice and support for different groups in society.
- Two different examples of how citizens working together, or through groups, attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue.
- How those who wish to bring about change use the media.

3.2.6 Citizenship skills, processes and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

3.3 Rights and responsibilities

In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

3.3.1 What laws does a society require and why?

- The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law.
- The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination.
- Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.

3.3.2 What are a citizen's rights and responsibilities within the legal system?

- The operation of the justice system:
 - the role and powers of the police
 - the role and powers of the judiciary
 - the roles of legal representatives
 - how the different criminal and civil courts work
 - tribunals and other means of dispute resolution.

- Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces).
- How civil law differs from criminal law.
- How the legal systems differ within the UK:
 - England and Wales
 - Northern Ireland
 - Scotland.

3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?

- How citizens' rights have changed and developed over time, from the importance of Magna Carta (1215) to today and the Human Rights Act (1998).
- Common law, legislation and how they differ.
- The right to representation; the role and history of trade unions in supporting and representing workers; the role of employers' associations.

The nature of criminality in the UK today:

- differing types of crimes
- profile of criminality in the UK
- factors affecting crime rates in society and strategies to reduce crime.
- How we deal with those who commit crime:
 - differing forms of punishment available in the UK
 - the purposes of sentencing
 - the effectiveness of differing types of sentence
 - how the youth justice system operates.

3.3.4 What are the universal human rights and how do we protect them?

- The importance of key international agreement and treaties in regard to human rights:
 - the UN Universal Declaration on Human Rights
 - the European Convention on Human Rights
 - the UN Convention on the Rights of the Child
 - the Human Rights Act (1998).
- The role of international law in conflict situations:
 - to protect victims of conflict
 - how international humanitarian law helps establish the rules of war.

3.3.5 How do citizens play a part to bring about change in the legal system?

- Students through their study, research, investigations or interaction with members of the community should understand the roles undertaken by citizens within the legal system and how the role of the citizen has been seen to be pivotal to our justice system. Students should understand the responsibilities and roles of citizens in the legal system; as a juror, witness, a victim of crime, magistrate, special constable, police commissioner or member of a tribunal hearing.
- The roles played by pressure and interest groups, trade unions, charities and voluntary groups, public institutions and public services in providing a voice and support for different groups in society campaigning to bring about a legal change or to fight an injustice.
- Students should be aware of the different forms of democratic and citizenship actions people can take to bring about change and hold those in positions of power to account in regard to issues relating to human rights and the justice system: joining an interest group; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.

3.3.6 Citizenship processes, skills and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

3.4 Politics and participation

In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

3.4.1 Where does political power reside in the UK and how is it controlled?

- The concept of democracy and different forms of democracy, including representative democracy.
- The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law.
- The institutions of the British constitution: the power of government, the Prime Minister and cabinet; the sovereignty of Parliament; the roles of the legislature, the opposition, political parties, the Monarch, citizens, the judiciary, the police and the Civil Service.
- How the relationships between the institutions form an uncodified British constitution and examples of how this is changing.

3.4.2 What are the powers of local and devolved government and how can citizens participate?

- The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councillors.
- The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and England.

- How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.
- Who can stand for election and how candidates are selected.
- Who can and cannot vote in elections and why; debates about the voting age.
- Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout at elections.
- How public taxes are raised and spent by government locally and nationally.
- The practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding.
- Different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education.

3.4.3 Where does political power reside: with the citizen, parliament or government?

- The nature of the 'First Past the Post' system based on parliamentary constituencies; the frequency of Westminster elections.
- Other voting systems used in UK elections, including proportional systems and the advantages and disadvantages of each.
- The difference between the executive, the legislature, the judiciary and the monarchy. The nature of bicameral Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch.
- The major political parties contesting UK general elections; key philosophical differences between the political parties operating in UK general elections.
- How parliament works: scrutinising government and making it accountable; parliamentary questions, committees, debates.
- The role of Members of Parliament (MPs); representing their constituencies, debating policy; scrutinising legislation.
- Ceremonial roles including Black Rod; key parliamentary roles including the Speaker, whips, front bench and back bench MPs.
- The legislative process; parliamentary debates and deliberation of public issues and policy.
- The formation of government by the leader of the political party with a majority in the House of Commons, or by a coalition of parties.
- The role of the Prime Minister, cabinet and ministers; the power of the Prime Minister and cabinet.
- The organisation of government administration into departments, ministries and agencies; role of the civil service.

3.4.4 How do others govern themselves?

- Electoral systems and processes used in European parliamentary elections; the impact of these systems on the composition of political parties representing citizens.
- Key differences in how citizens can or cannot participate in politics in one democratic and one non-democratic political system that is outside the UK.

3.4.5 How can citizens try to bring about political change?

- How citizens can contribute to parliamentary democracy and hold those in power to account.
- How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.
- The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.
- The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society.

3.4.6 Citizenship skills, processes and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

3.5 Active citizenship

This specification is developed around the overarching principle of how citizens can try to make a difference in society. Whilst the three content-based themes enable students to develop their citizenship knowledge base, the last section of each theme enables students to explore through case study approaches and by their own actions how citizens are able to try to make a difference.

The first question posed on the Active citizenship section of Paper 1 relates to understanding citizenship actions and includes a source-based question relating to a citizenship action scenario.

This approach is further enhanced through the second question on the Active citizenship section of Paper 1 where students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection. These two mutually linked elements enable students to understand and assess the actions of others and draw upon others' experiences when undertaking their own investigation.

KS3 Religious Studies

Long Term Plan						
Year/ Core theme	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to Islam	Introduction to Buddhism	Introduction to Hinduism	Introduction to Christianity	Active worship in Christianity	Understanding others: a brief introduction to Sikhism and Judaism
8	Introduction to Judaism	The importance of Festivals	The effect of religious practice on identity	Coming of age celebrations and their	Life and death in Christianity and Islam	Revision of all six world faiths

				importance		
9	Crime and Punishment	Christianity in depth	War and Peace	Islam in depth	Understanding evil and suffering	GCSE skills and preparation-how to use religious texts and write fluently.

Appendix 2: By the end of secondary school pupils should know

Topic content overview	
Yr 7	
AU1 Introduction to Islam	Introducing Islam through the creation story, the life of the Prophet Muhammad, the Five Pillars and the role of Jihad.
AU2 Introduction to Buddhism	Looking at the life of the Buddha, the four sights, the eightfold path and how to use stories to explain religious meaning such as 'The tiger and the strawberry.'
SP1 Introduction to Hinduism	Understanding the role of the gods and goddesses in Hinduism, the story of Hanuman and the importance of the Puja ceremony.
SP2 Introduction to Christianity	Christianity as viewed through the creation story, the Ten Commandments and the life of Jesus.
SUM1 Active worship in Christianity	Looking at the Christian festival of Easter, how faith believers view the sacraments and use the Bible to participate actively in their faith.
SUM2 Understanding others	A summary to explain the similarities and differences between religions and a basic understanding of Judaism and Sikhism to ensure that all students have a basic understanding of all the six major world religions and the importance of tolerance.

Yr 8	
AU1 Introduction to Judaism	Providing an understanding of how Judaism, Christianity and Islam are linked by being Abrahamic faiths. The rich sources of wisdom found within the Torah and the Friday night Shabbat table.
AU2 The importance of festivals	Looking at four festivals, Purim, Christmas, Hanukkah, Diwali and understanding their importance and effect on belief, community and identity.
SP1 The effect of religious practice on identity	What is faith? How does faith shape identity? Students will be looking at religious rules, practices and world events such as the Holocaust.
SP2	The importance of baptism, Bar mitzvah/ Bat mitzvahs and initiation ceremonies to become a Khalsa Sikh. Students will focus on the rituals of religions and how significant they are.
SUM1	Students learn about how religion can support faith believers in the beginning and end of life- understanding funeral rites and ideas of the afterlife with a focus on Christianity and Islam.
SUM2	Drawing together of information from year 7 and 8 of what it means to be a faith believer in Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism in preparation for year 9.
Yr 9	
AU1	What do faith believers think of those who break legal and moral codes? Students will focus using religious scripture on how religion has shaped our legal framework.
AU2	Using the Bible- students will focus on the New Testament teachings of Jesus to explain core elements of Christianity such as the Lord's Prayer, the Apostle's Creed and the Trinity.
SP1	Students will look at historic examples of conflict and the response from faith believers and charities. Using examples from history, students will identify how faith impacts upon actions and morality for faith believers.
SP2	Students will use scripture from the Qur'an to understand moral and ethical ideas from the position of a Sunni and Shi'a Muslim. By doing so, a more in-depth understanding of Islam will provide students with compassion and tolerance for others.
SUM1	The problem of evil and suffering poses a serious question of faith for religious believers. By investigating the existence of evil and its role in

	understanding the good, students will focus on particular religious stories such as the story of Job to analyse how it affects belief in God and how teachings can be applied to modern ethical issues.
SUM2	During this half term, students will be learning the art of writing for an exam using religious texts and ideas. This will provide all students with a preparation for their GCSE's and develop their religious fluency.

Key Stage	EYFS	Key Stage 1	Key Stage 2	Key Stage 3 (Pre-GCSE)	Key Stage 4	Key Stage 5
Religions and worldviews	<p>1. Christianity</p> <p>2. At least one other religion, religious belief or worldview.</p>	<p>In-depth investigation of:</p> <p>1. Christianity</p> <p>2. One other principal world religion.</p> <p>And encountering :</p> <p>3. At least one other principal religion or worldview reflected in the local context.</p>	<p>In-depth investigation of:</p> <p>1. Christianity</p> <p>2. Two other principal world religions.</p> <p>And encountering:</p> <p>3. At least one other religion, or worldview.</p>	<p>In-depth investigation of:</p> <p>1. Christianity</p> <p>2. Two other principal world religions.</p> <p>And encountering:</p> <p>3. At least one other religion, or worldview.</p>	<p>In-depth investigation of:</p> <p>1. Christianity</p> <p>2. One other principal world religion.</p>	<p>A study of the other principal religious beliefs in the 21st Century</p>
School Contextualising Factors	<p>RE at EYFS will prepare children for the multi-disciplinary approach.</p> <p>Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> - Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism. - Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. - The local context. - Provide foundations for KS2. 	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> - Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism. - Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. - The local context. - Build upon learning at KS1, provide foundations for KS3. 	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> - Understanding of the beliefs and practices of a Dharmic tradition, e.g. Buddhism. - Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. - The local context. - Build upon learning at KS2, provide foundations for GCSE. 	<p>Schools should consider the following factors:</p> <ul style="list-style-type: none"> - The course should be provided by a recognised exam board which leads to a qualification approved under Section 96 of the Learning and Skills Act 2000, although not all pupils need to be entered for the examination. - Pupils should have the opportunity to encounter worldviews such as Humanism as part of their wider study. 	<p>Schools should consider the following factors:</p> <ul style="list-style-type: none"> - An accredited course such as AS or A2 Religious Studies which requires a significant study of religion or worldviews with religious or philosophical ideas. - Or - A minimum of study of ethical and topics through regular lessons, entries, group trips or day

<p>Weighting of religions and beliefs</p>	<p>No weighting is specified in EYFS.</p>	<p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).</p>	<p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).</p>	<p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).</p>	<p>The time spent on (1) and (2) should be in accordance with the chosen examination board specification.</p>	<p>No weighting is specified in Key Stage 5</p>
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