



# Quality of Education Statement

## Core RPS

### Curriculum Intent

#### Subject Vision and Rationale Statement

##### Wyvern College Vision Statement

**“To become the finest version of yourself...**

**Think deeply**, read widely, discuss openly and listen intently. Study with *PRIDE*, forever Prepared, Respectful, Involved and Dedicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of *STRIVE*.

**Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values”

Our **Religious and Personal Studies** curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, issues of right and wrong and what it means to be a good citizen.

Students will be given the skills and opportunities to develop themselves to be successful citizens that embed the colleges vision statement. They will be encouraged to *think* deeply about their own views as well as the views of others, and to be able to successfully share and converse with others about these views as well as listen intently to others views. The curriculum content and ethos of the RPS classroom will allow students to *grow* in confidence, recognising that all students have an individual voice and that they are encouraged to share their opinions and develop their moral character. Additionally, they will be encouraged to *care* passionately about the world around them, through exploring the complexities of human nature, world views, British and worldwide values and their role within the wider community.

In our curriculum we will provide learning opportunities for students to recognise and manage risk, take increasing responsibility for themselves, their finances, their choices and behaviours and make positive contributions to their

families, schools and communities. We will teach them to learn to recognise, develop and communicate their qualities, skills and attitudes so they build knowledge, confidence and self-esteem and allow them to recognise how to make the right lifestyle choices. We will give them the opportunities to explore similarities and differences between people and discuss social and moral dilemmas so that they learn to deal with challenges and accommodate diversity in all its forms.

We aim to help them make sense out of the complex and sometimes conflicting values that they will encounter in the world, including the way the country governed and the place of religion in secular Britain. Through discussion and debate we will explore this complexity with them and enable them to reflect on and clarify their own values, attitudes and personal identity. As a result of these experiences we aim for them to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. This will enable them to flourish individually within their communities and as citizens in a pluralistic society and global community. We hope to prepare students for adult life, employment and life-long learning and to enable them to develop respect for and sensitivity to others.

## Principles of Effective Curriculum Design



### An Equitable Curriculum

#### Key principles

**“An Equitable Curriculum-** All students access the same curriculum, whichever teacher they have and whatever group they are in. Students are not denied this curriculum because of their SEND, their prior attainment or their teacher. The curriculum rationale ensures what students get taught, not teachers’ personal preferences – and this is every child’s entitlement.”

All curriculum content, including all resources, have been produced by the department for all teachers to access. The expectation is that all teachers use this content so that every class is taught the same thing, teachers can amend these to their own teaching style but the taught content will remain the same. We have additional support materials in place for SEND pupils and these are used by staff where needed, these can be amended to fit a student's SIP.

## A Vertical Curriculum & A Spiral Curriculum

### Key principles

**"A Vertical Curriculum-** *The curriculum is used as a progression model, it unfolds with increasing levels of challenge. Units are sequenced in such a way that each one builds on what went before and prepares for what comes next. It builds learning up towards clear end points, whilst also being clear what students are expected to know and do at each defined intermediate point. Knowledge and skills therefore get progressively more complex; conceptual understanding becomes more sophisticated because conceptual links are maximised.*

**"A Spiral Curriculum-** *The curriculum explicitly identifies for teachers, students and parents the subject's "Big Ideas" - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units. The curriculum doesn't just introduce the Big Ideas once, but repeatedly revisits them in ways that provide students with retrieval practice opportunities to ensure curriculum continuity, coherence and retention. This supports students in transferring knowledge and understanding to their long-term memory and makes it easier for them to understand new learning."*

### Curriculum End Points for End of KS4

- To engage critically with and study in more depth aspects of what it means to live life in the Christian traditions as well as Islam and secular views. Students will be able to explore and evaluate world views from a religious, secular, ethical and philosophical point of view.
- Evaluate significant moral issues within the UK from a personal perspective and from the perspective of different religions.
- Students will gain the knowledge and skills necessary to explore social and moral issues from a personal perspective.
- Knowledge and understanding of the UK's political and criminal justice systems, including the role of the police and the operation of courts and tribunals.
- Evaluate Britain's role in the world, including Human Rights, UN, EU, Fair Trade and democracy vs dictatorships.
- Knowledge of career options, future pathways and interpersonal skills.
- To evaluate the importance of financial decisions, including income and expenditure, insurance, savings and pensions, student loans, financial products and services and what to do if you need financial support.
- To grow their understanding of the information they need to develop healthy, nurturing relations of all kinds, not just limited to intimate relationships. This includes friendships, family relationships and sexual relationships.

- To know the rights, responsibilities and opportunities presented online, including managing risks, the law and viewing harmful materials.
- To understand intimate and sexual relationships, including characteristics of healthy and unhealthy relationships, the law and sexual relationships and online imagery, reproductive health, identifying and managing peer pressure, contraception, fertility and pregnancy, STIS's, FGM, self-examinations and the risks of drugs and alcohol and sexual health.
- To recognise the factors that lead to a healthy or unhealthy lifestyle; for example understanding the impact of healthy eating, diet, sleep, exercise and the effects of illegal and legal drugs, alcohol, energy drinks and smoking on a persons lifestyle. Students will also explore medical treatments and evaluate ethical implications of abortion, euthanasia, IVF, genetic engineering and blood and organ transplants.
- To consider how to recognise emotions accurately, the impact we have on others mental well-being, common forms of mental ill health, and how to support our own and others well-being (including who to turn to for support and guidance)

#### Curriculum End Points for End of KS3

- Evaluate different opinions and perspectives about moral issues.
- To engage with and study in more depth aspects of what it means to live life in the Christian traditions as well as depth studies of at least two additional religious traditions, Islam and Sikhi traditions.
- Begin to understand how to become a successful citizen through learning about the UK's political system, how to vote, and why this is important. They will also begin to explore the role of the Monarch and the precious liberties enjoyed by the citizens of the UK.
- To begin to understand and be prepared for adult life by considering career options, financial stability and the functions and use of money and budgeting.
- To consider respectful relationships, including friendships, trust, respect, boundaries, conflict, reconciliation and ending relationships.
- To begin to explore their responsibilities online, including media misrepresentation, bullying, inappropriate online content and risks and how to report concerns.
- To understand the physical and emotional changes that they, and others will experience whilst going through puberty, including the effect of these on friendships, family relationships, mental health and hygiene.

## Curriculum plan

Unit of Work		(Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big ideas?
<b>7a</b>	The Island: 11 lessons over 14 weeks.	The concepts of community, identity, rites of passage, sacred texts & laws and pilgrimage. They are essential to understanding each one of the world's religions. Students are faced with moral dilemmas; they debate these and make sense out of conflicting viewpoints.	These concepts are important for all the religions, which are subsequently taught: Christianity, Islam, Judaism, Humanism and Sikhism.	A formal assessment which tests students' knowledge, understanding and evaluation of these concepts (October). February assessment also checks retrieval of this learning.	Subsequent lessons link back to these concepts regularly: every term these concepts are revisited and applied in new contexts.  Revision sheet used for exam and future exams revision material links back to these concepts.  Key word displays.  RE topics are interleaved throughout KS3 and KS4 to aid retention.
<b>7b</b>	Puberty and Body Image: 6 lessons over 8 weeks	The concept of body image. Knowledge of physical and emotional changes during puberty as well as a revisit of KS2 SRE; understanding of how social media affects body image.  This unit develops students' self-esteem, identity, ability to build positive relationships and respect for diversity.	Students stage of physical development; students' exposed to social media on their phones for the first time; to prevent issues around negative self-image which can occur as a result. This feeds into future KS3 units on SRE and KS4 units on mental health.	The second formal assessment of the year (which takes place in Spring 1) tests knowledge of physical changes and their understanding of social media's impact on self-esteem.	Subsequent lessons link back to these concepts in yr 9, 10 and 11.  PSHE topics are interleaved throughout KS3 and KS4 to aid retention.  This builds upon students KS2 puberty lessons in Yr 5 and is reinforced in Yr 8 and 9 Science lessons.
<b>7c</b>	Christianity: 12 lessons over 12 weeks	Concepts of truth, authority and agape; develops students' cultural capital of Christianity and its impact on the society they are living in. Students will use this content to be able to reflect on their own values. The skills of communication, enquiry and evaluation are developed.	Develops the concepts from the Island unit; essential foundation for the Y8 unit on Christianity (redemption, resurrection and atonement)	The second formal assessment takes place during this unit and covers this, as well as both previous units of year 7.	Knowledge organiser on Christianity.  Key word displays.  Subsequent lessons link back to these concepts revisited in Y8 and all of key stage 4.  This builds upon students KS2 work in Jesus' parables, in particular 'The Good Samaritan'
<b>7d</b>	Finance: 6 lessons over 6 lessons	Students will be looking at the importance of banking, how to protect their money, dangers of fraud, saving and budgeting, in order to prepare them for	This is the start of their financial education, as a foundation for their careers education in year 8.	No formal assessment takes place at this point, as this is part of the summative assessment in the the autumn term of year 8.	Subsequent lessons in the year 8 Christianity unit link back as well as the finance unit in year 11.

		adult life. They also consider a range of viewpoints on what success means, and whether wealth determines happiness.		It is formatively assessed through presentations on budgeting and planning.	This build upon their knowledge of bank statements from Maths in the spring.  There is a knowledge organiser given in year 8 prior to the assessment.
<b>8a</b>	The Real Game: 7 lessons over 7 weeks	Students begin to take responsibility for their future choices. They learn about different careers, and how these influence their lifestyle.	This follows on from the year 7 finance unit, and aids the students making their option choices in the spring term.	This is assessed through a four-week home learning project.	This leads into the options process and is revisited in year 11 with the life after Wyvern unit.
<b>8b</b>	Christianity: 7 lessons over 9 weeks	Students are challenged by looking at the concepts of atonement, redemption and resurrection, which bridges the gap between KS3 and 4. Through discussion and debate they explore the complexity of these issues which enables them to reflect on their own views on whether forgiveness is always possible.	This is a continuation of the year 7 unit and leads onto the study of Christian beliefs and morality at KS4.	This is assessed in the Summer 1 year 8 exam, and through formative extended writing tasks in the unit.	Knowledge organiser on Christianity.  Key word displays.  Many units in KS4 build upon these concepts when looking at moral issues through the eyes of believers.
<b>8c</b>	Government and Politics: 5 lessons over 6 weeks	Students study the concept of democracy, and will learn about the British political system. Students make their own campaigns and run an election.  This helps them make sense out of the complex values that they will encounter in the world. They will learn to manage new situations positively, such as voting. This will enable them to flourish individually within their communities and become successful citizens.	This is the first citizenship unit, as we believe they have enough prior knowledge of the world to be able to understand the complexities of politics. It is the foundation for future units on law and justice, global equality and is a taster to GCSE Citizenship.	This is assessed in the Summer 1 year 8 exam. Students present their campaigns which acts as a formative assessment.	Knowledge organiser on government and politics.  Key word displays.  Many units in KS4 build upon big ideas such as democracy and law and justice.  Citizenship topics are interleaved throughout KS3 and KS4 to aid retention.
<b>8d</b>	Islam: 7 lessons over 8 weeks	Students are to explore key beliefs within Islam such as obedience and ummah. They will discuss the similarities and differences between and within communities so that they learn to deal with challenges and	This builds on their KS2 knowledge, where students are able to begin to explore Islam in greater depth. This will lead on to enabling them to fully understand the moral	A formal assessment takes place at approximately week 7, which covers work from this unit and year 7 topics. It is also assessed in the summer term of year 8.	Knowledge organiser on Islam.  Key word displays.  Many units in KS4 build upon these concepts when looking

		accommodate diversity in all its forms. This will enable them to flourish in a pluralistic society and global community	issues, which are studied at KS4.		at moral issues through the eyes of believers.
<b>8e</b>	Law and Justice: 4 lessons over 4 weeks	Students are introduced to the topic of law, through looking at the rights people have in the UK, the differences between criminal and civil law and the court system. They are taught to recognise and manage risk through looking at how crimes are recorded and how mistakes made now can impact their future careers and travel plans.	This follows on from the government and politics unit, and leads on to the GCSE citizenship course where law is studied in more detail.	Students complete a formative piece of writing considering how having a criminal record could affect their future life.	Knowledge organiser on law, justice and capital punishment.  Key word displays.  Many units in GCSE Citizenship and RE revisit law and justice. It is also covered in core RPS units including law, justice and medical ethics.
<b>8f</b>	Sikhism: 6 lessons over 6 weeks	Students are to explore key beliefs within Sikhism such as sewa and the 5k's. They will discuss the similarities and differences between and within communities so that they learn to deal with challenges and accommodate diversity in all its forms. This will enable them to flourish in a pluralistic society and global community. Some of the lessons are designed in an experiential setting which allows students to actively explore the religion, discuss their's and other's viewpoints and what life is like for a Sikh living in the UK.	It builds on their understanding of how different faiths show charity (zakat in Islam and agape in Christianity).	Students complete a formative piece of writing on how Sikhs show faith through sewa.	This is revisited as an alternative viewpoint to the Abrahamic religions in GCSE RE.
<b>9a</b>	Transition and Healthy Lifestyles: 6 lessons over 7 weeks	Students to explore the various aspects that make up a healthy lifestyle and look at the risk factors of smoking, illegal drugs, caffeine and excessive alcohol consumption.  This unit helps them to recognise and manage risk, take increasing responsibility for themselves, their choices	This unit builds upon the year 7 Puberty and Body Image unit and year 8 Law and Justice unit as well as being a foundation for the year 10 Health and Well-being unit.  Students study this at the start of KS4 as this is the point when students are given more autonomy and therefore need to	The students will complete a formative piece of writing on the impact of a healthy/unhealthy lifestyle.	This is revisited in the year 10 Health and Well-being unit as well as the year 11 Relationships unit.  It builds upon Yr 8 Science lessons on smoking, Yr 9 lessons on drugs and Yr's 8 and 10 lessons on healthy eating.

		and behaviours and make positive and healthy lifestyle choices.	recognise the risks associated with their lifestyle choices.		
<b>9b</b>	Conflict: 10 lessons over 11 weeks	<p>Students to explore current conflicts and global issues around the world. This includes discussing the increase in knife crime in the UK, extremism, religious views on conflict though looking at the just war theory and the concept of jihad and exploring conflict resolution and non-violent protects.</p> <p>We aim to help them make sense out of the complex and sometimes conflicting values that they will encounter in the world. They will explore this complexity through debates which will enable them to reflect on and clarify their own values, attitudes and personal identity as well as explore those of others.</p>	<p>This unit is one of the first ethics units. Students are now at a stage where they have a grasp of basic religious and moral beliefs (from Christianity and Islam units at KS3) and can apply these to ethical scenarios such as war.</p>	<p>This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others and complete an extended writing task on whether war can ever be justified.</p>	<p>Knowledge organiser on conflict.</p> <p>Key word displays.</p> <p>This can aid students GCSE RE work for the themes paper and is revisited in the year 9 Justice unit, year 10 Global Equality unit and year 11 Making Moral Decisions.</p> <p>It also builds from Yr 7 History lessons on the crusades and holy war and Yr 8 History lessons on the Holocaust. And can aid the History GCSE work in Yr 10 on the causes, impact and consequences of the Holocaust.</p>
<b>9c</b>	SRE: 8 lessons over 10 weeks	<p>Students explore a variety of issues surrounding sex and relationships in the unit. They begin by exploring the impact of peer pressure on relationships and then discuss legal elements, such as consent, age limits and sexting. Students also explore forms of contraception, STIs and self-examination.</p> <p>This unit helps them to recognise and manage risks, take increasing responsibility for themselves, their choices and behaviours and make positive and healthy lifestyle choices.</p>	<p>This builds upon the year 7 Puberty and Body Image Unit and builds towards the year 11 Relationships unit as well as the GCSE RE Theme A: Relationships unit.</p> <p>It is placed at the start of KS4 to ensure it is age appropriate.</p>	<p>This unit has no formal assessment however students do complete a piece of writing on how issues discussed can affect them.</p>	<p>This unit is revisited in core year 11 with the Relationships unit as well as Yr 11 GCSE RE Theme A: Relationships.</p> <p>This is reinforced in Yr 9 Science lessons also.</p>



<b>9d</b>	Justice: 11 lessons over 13 weeks	<p>Students study the concept of justice through looking at the role of the police, law changes, why people commit crimes, the aims of punishment, punishment in the UK and ethical dilemmas surrounding capital punishment.</p> <p>This helps students make sense out of the complex values that they will encounter in the world. Through discussion and debate we will explore this complexity with them and enable them to reflect on and clarify their own values, attitudes and personal identity.</p>	This builds upon the Yr 8 Law and Justice unit and feeds into the GCSE Citizenship law units and GCSE RE Theme E: Crime and Punishment unit.	This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others and complete an extended writing task on whether capital punishment should be reintroduced to the UK.	<p>Knowledge organiser on Justice and Capital Punishment.</p> <p>Key word displays.</p> <p>The unit is revisited in GCSE RE and Citizenship, as well as the Yr 11 Making Moral Decisions unit.</p>
<b>10a</b>	Medical Ethics: 17 lessons over 18 weeks	<p>In this unit students will explore a variety of moral issues connected to medical ethics, including how we make moral decisions, abortion, euthanasia, IVF and genetic engineering.</p> <p>This unit provokes challenging questions for students and gives them the opportunity to discuss complex real life issues which can enable them to clarify their own values and personal identity as well as consider those of others.</p>	<p>This builds upon student's prior morality unit from year 9 (Conflict and Rights and Responsibilities in Citizenship) and is placed in year 10 to ensure it is age appropriate.</p> <p>It also leads to the GCSE RE unit in Yr 11, Theme B: Life.</p>	This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others and complete an extended writing task on whether abortion is the same as murder.	<p>Knowledge organiser on Medical Ethics.</p> <p>Key word displays.</p> <p>This unit is revisited in GCSE RE Theme B: Life. As well as in the summer term for GCSE History and Yr 11 Science.</p>
<b>10b</b>	Global equality: 8 lessons over 8 weeks	<p>This unit explores the issue of equality around the world, including the themes of equality vs equity, poverty and wealth, trade, the UN and genocide.</p> <p>Students are given the opportunity to explore current and major issues around the world, the UKs and their responses and helps them to make sense</p>	This builds upon the Yr 9 Conflict unit and Yr 9 GCSE Citizenship lessons on organisations such as the UN.	This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others and complete an extended writing task on whether people have the responsibility to intervene to ensure equality.	<p>Knowledge organiser on Global equality.</p> <p>Will be revisited with GCSE RE students later in the year.</p> <p>This builds upon work students have done in Geography in Yr 7 on World Environments and Brilliant Britain, Yr's 8/9 Urban Issues and assist with students understanding of the Yr 11 unit on the Changing Economic World.</p>

		of the complexity of the world we live in.			
<b>10c</b>	Health and Well-being: 8 lessons over 8 weeks	<p>This unit looks at student's health and well-being, focusing on mental health. It explores topics of anger, depression, stress, bullying, eating disorders, the effect of drugs on a person's mental health as well as how they can support themselves, others and where to go for help.</p> <p>This unit develops students' self-esteem, identify, helps them to articulate feelings and emotions, and to learn to manage new or difficult situations positively.</p>	<p>This unit builds upon the Yr 7 Puberty and Body Image unit as well as the Yr 9 Healthy Lifestyles unit.</p> <p>It is taught at the stage in the year to give students some tools to help them cope with the upcoming exams.</p>	This unit has no formal assessment however students do peer assess presentations on eating disorders.	Subsequent lessons in Yr 11 link back to issues surrounding exam stress and self-coping mechanisms.
<b>10d</b>	Media: 5 lessons over 5 weeks	This unit looks at the media, its importance and influence in society, media bias and how religion is portrayed in the media.	This builds upon the Yr 7 Puberty and Body Image unit, Yr 9 SRE, Yr 9 Citizenship Media lessons, and works towards the Yr 11 Relationships and Yr 10/11 GCSE RE work on the portrayal of religions.	This unit has no formal assessment however students do complete extended writing tasks on the portrayal of religion in the media.	Subsequent lessons in Yr 11 lead on from this and it is revisited in GCSE RE and Citizenship, including in assessments/revision.
<b>11a</b>	Life After Wyvern: 9 lessons over 9 weeks	<p>Students explore key aspects of life after school. They focus on careers, the world of work, evaluating their own personal strengths and areas for development and to how to use this to inform goal setting.</p> <p>They are given the information, advice and guidance on their options for the future, about the range of opportunities available to them for career progression, including in education, training and employment.</p> <p>We hope to prepare students for adult life,</p>	Students undertake this unit in order for them to make informed choices about their possible pathways and allows them apply to college/apprenticeships with guidance from schools.	This unit has no formal assessment however students do complete their college/apprenticeship applications and personal statements; these are formatively marked.	This will be revisited with college interviews later in the year and interviews for part time employment/apprenticeships, and taster days at college.

		employment and life-long learning.			
<b>11b</b>	Relationships: 10 lessons over 10 weeks	<p>Students will explore the concept of healthy relationships by looking at compatibility, marriage, divorce, sexuality, forced marriage, FGM, unhealthy relationships and sexual relationships.</p> <p>This unit helps to reinforce student's ability to recognise and manage risks, take increasing responsibility for themselves, their choices and behaviours and make positive and healthy lifestyle choices. As well as exploring similarities and differences between people and discuss social and moral dilemmas so that they learn to deal with challenges and accommodate diversity in all its forms.</p>	This builds upon Yr 7 Puberty and Body Image, Yr 9 SRE and Yr 10 Health and Well-being. It also reinforces the Year 10 GCSE Theme A: Relationships unit.	This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others.	This will be revisited by GCSE RE students in Theme A revision.
<b>11c</b>	Making Moral Decisions: 6 lessons over 7 weeks	<p>During this unit students will explore key philosophical ideas on moral decision making, looking at practical examples and comparing their own views to that of others.</p> <p>We aim to help them make sense out of the complex and sometimes conflicting values that they will encounter in the world. They will explore this complexity through debates which will enable them to reflect on and clarify their own values, attitudes and personal identity as well as explore those of others.</p>	This unit summarizes the ethics based units from Yr 9 on Conflict and Capital Punishment and Yr 10 Medical Ethics. As well as revisiting themes units for GCSE RE and Yr 10 Humanitarian Law in GCSE Citizenship.	This unit is assessed through a mastery grid, which looks at students understanding of key terms, ability to recognise and evaluate their own views as well as others and complete an extended writing task on the morality and consequences of the decisions we make.	This unit serves as a bridging unit for KS5 for any students wishing to study A-level Philosophy or RE. Those that choose this option will revisit it in college.

<p><b>11d</b></p>	<p>Finance: 5 lessons over 6 weeks</p>	<p>This unit explores financial issues that students may encounter after school. They will explore bank statements, income, loans, student loans, car loans, pay day loans, debt and where they can receive help.</p> <p>We hope to prepare students for adult life and employment.</p>	<p>This unit builds upon the Yr 7 Finance, Yr 8 Real Game, and Yr 11 Life after Wyvern units.</p> <p>This is student's final unit to aid them in decisions and issues they are likely to face in the coming months/years.</p>	<p>There is no formal assessment during this unit however student's responses are teacher assessed.</p>	<p>This will be revisited by many of the colleges in the area and during their maths revision and GCSE (both foundation and higher) on compound interest and depreciation (studied in yr 10).</p>
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## A Horizontal Curriculum

### Key principles

**“A Horizontal Curriculum-** *Students’ learning within one subject is linked to their learning in other subjects. These links are meaningful and authentic, rather than contrived or artificial. Where appropriate, common methods for teaching the same numeracy or literacy skills are used across different subjects and where relevant, the Big Ideas students gain from one subject are built upon in another.*”

Many topics within Core RPS link with the GCSE RE and Citizenship programme, including sanctity of life, authority, medical ethics and making moral decisions, crime and punishment, conflict, government and politics, and careers.

GCSE RE also has content links with Science (year 7 evolution and year 11 triple science Big Bang and evolution), maths (finance/budgeting and percentages), as well as Geography (environmental issues and global politics), History (reformation, conflict) and GCSE Citizenship (law, crimes and punishments). We build upon KS2 year 5 learning on puberty and online safety/consent, Christian and Jewish beliefs, and views around body image, self-esteem and relationships. Our units on the world of work, finance, careers and making moral decisions build towards KS5 learning and students future lives.

Many skills taught in RPS are commonly taught across other curriculum areas, for example literacy skills (college SPaG codes, PEEL paragraphs, speaking and listening). Numeracy skills (calculating percentages) are taught in a common methodology to maths. Evaluation skills are similar in GCSE RE, RPS, Citizenship and History.

## A Broad and Balanced Curriculum

### Key principles

**“A Broad and Balanced Curriculum-** *The curriculum balances depth (level of detail given to topics or skills) with curriculum breadth (the range of topics or skills covered). The curriculum promotes diversity and includes cultural capital to equip students with the knowledge and skills to succeed in life.*”

As a department we ensure students have the time to explore all topics with appropriate depth. We include ‘air bricks’ in the curriculum mapping so that we have time to foster student’s interests and delve into topics at a greater depth when wanted or needed.

The department has a key role in promoting diversity with its curriculum and teaching. All group tasks and discussions are prefaced with the setting of ground rules regarding respecting other’s views and how to appropriately challenge these views, clear rules and boundaries are in place. All religious and political views that promote British Values are approached with equal measure and multiculturalism, along with all British Values, underpin lessons.

Negative attitudes and stereotypes are challenged and examples and resources are written to avoid generalisations and stereotypes. Resources are written to be inclusive of all, for example; SRE is written to be inclusive to all gender and sexualities, discussions of wealth highlights the wealth distribution around the world as well as in Britain and are conducted in an inclusive and non-judgemental manner.

Students are treated fairly and equally, with reasonable adjustments in place for those who need it. The environment of RPS/RE/Citizenship classes foster an inclusive and nurturing environment that celebrates diversity and promotes mutual respect. All students are given the same opportunity to access and participate in the learning.

Cultural capital is promoted through regular literacy and reading opportunities; students and their parents are sent extended reading and film lists and we have liaised with the Library to ensure all books on this are available to all students. Students and parents are also given extra and super curricular ideas based on the topics studied that term. We arrange school trips so students have the opportunity to see places, people and scenarios beyond their own understanding and local community (including trips to a synagogue, parliament, and Berlin and Poland).

## An Inclusive Curriculum

### Key principles

**“An Inclusive Curriculum-** *The curriculum ambition is the same for all students but is made accessible for SEND, low attaining and disadvantaged students. This means the curriculum and its component lessons are planned on the principle of “teach to the top” but are organised into small individual units which are logically sequenced and then scaffolded to help students each reach their individual highest possible level.*”

All students are taught the same information to ensure inclusivity. This can be differentiated in how the topic is explained and examples used to ensure all students can access and understand the same topics. Work is differentiated for SEND students by providing appropriate scaffolding, for example word banks, sentence starters, and visual cues.

Students are given formative feedback to ensure all students can progress from their starting point and can see their progression and what comes next.

## A Work-Related Curriculum

### Key principles

**“A Work-Related Curriculum-** *Within each programme of study there are opportunities for students to learn about work in related industries and sectors of the economy. This includes gaining the knowledge and understanding of different careers and jobs.*”

The very first lesson in year 7 focuses on the skills students will learn in RPS that will help them succeed in their future careers, as well as what careers can stem from RPS/RE/Citizenship.

Our topics and lessons foster key employability skills such as communication, analysis, evaluation, critical thinking, questioning, reasoning, debating, and creativity.

When students make their option choices we specifically discuss careers and future progression for GCSE RE and Citizenship; for example, links with social care, policing, law enforcement, journalism, teaching etc.

Throughout the 5 years all 3 courses highlight related careers at appropriate stages in the learning, as well as providing careers booklets to students in their RPS lessons connected to each topic (e.g. when studying medical ethics students research careers connected to medicine).

Specific careers lessons are built in during year 8, 9 and 11.

## An Adaptive Curriculum

### Key principles

**“An Adaptive Curriculum-** *Regular planned assessments measure what students have understood from the taught curriculum and there is flexibility to adapt the future curriculum on the basis of this assessment. For example, this could mean finding time to reteach areas of student weakness or to include more opportunities for revisiting content than were originally planned.”*

As a department we ensure students have the time to explore all topics with appropriate depth, we include ‘air bricks’ in the curriculum mapping so that we can foster students interests and delve into topics at a greater depth when wanted or needed as well as addressing student weakness or misunderstandings.