



Curriculum Rationale Department of PME

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent

“Teaching RE for me is a privilege. I love the fact that every day I am teaching vastly different things and learning alongside pupils. I enjoy the creative and explorative nature of our subject, and having debates where my mind is opened up just as much as the pupils. I don’t believe there is another subject that can do this. -Helen Thomas (Middlewich High School)”

“The extensive training results in very well trained, confident and engaged staff who have experienced first-hand and fully understand the opportunities presented by the different activities and lessons. Students have had a very positive experience and value the lessons greatly. We now have a clear structure to our PSHE programme, but the emphasis on developing life skills through exploring experiences and scenarios, has contributed to our work in developing resilient, robust and well-balanced individuals ready to make a positive contribution to the school and society.” David Croston
Head Teacher, Chancellor’s School,

“Throughout my journey in education I found it deeply upsetting that RE is often viewed as outdated, irrelevant and unappealing both in the curriculum and teaching methods. This inspired me to pursue a career in teaching... I hope to inspire students to develop an eagerness in learning about faiths and cultures that are foreign to them and accept that there are many paths in life and there are vast differences in beliefs, practices, morals and ethics within society.” Mohammad

PME (Philosophy, Morality and Ethics) is an integral core subject at Salendine Nook Academy with a responsibility to enable students to experience the awe and wonder of what it means to be a human being in an extraordinary world and live within it in a way that enables everyone to feel respected and treated equally. In short PME aims to teach our students to be **the best they can be for themselves and others** and to enable them to **make the best choices in life for themselves and those around them**. Within PME students will consider the important issues of belief and morality in an ever changing and complex world and provide our students with the skills and attitudes they need to be responsible citizens making life decisions based on the development of these skills and attitudes. PME covers two broad areas of study across both Key stages- **Religious Education** and **PSHCE** (Personal, Health, Social and Citizenship Education). PME provides opportunities for children and young people to reflect and analyse, to discuss and debate, to explore and discover, and to learn more about the world in which they live. What could be more exciting than being part of this?

“Whenever I come out of RE my head is exploding with questions and my whole body aches – this is not because I don’t understand – it is because I’m buzzing with new thoughts.” (12 Year Old Pupil NATRE Survey 2008)

The Principles which Underpin our Curriculum

As PME is drawn from two distinct yet compatible strands of education we have based our principles on aims for these two strands, Religious Education and PSHE. In 2018 the Commission on RE said this:

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RE 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.' Commission on RE, September 2018. The PSE Association, of which the Academy is a member, said this: *"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. PSE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)."* PSE Association

The principles that underpin our PME curriculum at Salendine Nook Academy are based on aims suggested by the Commission for RE and the PSE association. Through our RE units the department aims to develop pupils' understanding of world faiths and other beliefs. We try to ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Engaging and stimulating RE at the Academy helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context. Primarily, RE's purpose within the Academy is to give pupils a broad understanding of Christianity, world faiths and nonreligious beliefs. Our curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth of study (an overall general understanding of the faiths and related philosophical and ethical questions). Our RE units provide rigorous academic study, supporting problem solving and critical thinking skills. Additional benefits from the study of RE enable a nurturing of SMSC development and students' understanding of diversity. The universal RE entitlement means students are helped to understand diversity, empathy and cohesion alongside developing their own views and beliefs. Our curriculum therefore deliberately integrates religious studies with aspects of philosophical questions and ethical issues. It also embraces the reality that beliefs are not always linked to faith a transcendent deity. Our curriculum contributes dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. By following a holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion we are able to focus on preparing students for life in the 21st century. Our RE units help develop students' knowledge and understanding of Christianity, other religious traditions and world views and explores their responses to life's challenges. This gives our students the knowledge and skills to flourish both within their own community and as members of a diverse and global society. Our RE units of study play an important role in preparing pupils for their future, for employment and lifelong learning. They enhance our students' spiritual, moral, social and cultural development by developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them. They help our students to respond to such questions with reference to the teachings

and practices of religions and other belief systems, relating them to their own understanding and experience. Our pupils are able to reflect on their own beliefs, values and experiences in the light of their study. We hope that this our religious education units of study within our PME curriculum will provide a stimulating and rigorous framework for our students to learn about religion and world views, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities, in short, enable our students to be ***the best they can be for themselves and others***

PSHE principles also underpin our PME curriculum. They are based on the ten principles suggested by the PSE association of which the Academy is a member and outlines here. IN PME we start by finding out what our students already know, understand, are able to do and are able to say. Our curriculum introduces new and more challenging learning at different intervals, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people in our care. We take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives. Our curriculum offers a wide variety of teaching and learning styles with an emphasis on interactive learning and the teacher as facilitator. We provide information which is realistic and relevant and which reinforces positive social norms. In PME we encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. We recognize that the PSHCE education programme within PME is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. We link the PSHCE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Our PSHE education embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. We provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. We finally provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. In short our PSHE principles aim to enable our students to ***make the best choices in life for themselves and those around them.***

Throughout both Key stages our mantra is one of preparing our students to be ***the best they can be for themselves and others*** and to enable them to ***make the best choices in life for themselves and those around them.***

A range of teaching and learning styles are employed which include:

- Use of WAGOLLS and WABOLLS
- Discussion
- Provide models and worked examples
- Practise using the new material
- Check for understanding frequently and correct errors
- Provide scaffolds for difficult tasks
- Independent practice
- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Video/DVD

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- Debate
- Group work
- Research
- Games
- Revisit and Review quizzes
- Formative assessment
- Simulations
- Case studies
- Use of outside speakers
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Consensus building
- Problem solving
- Understanding another point of view
- Reflection, review and evaluation

The Research behind our Rationale

Research into the creation of PME within the school curriculum as an amalgamation of two distinct yet compatible subjects, Religious Education and Personal Social Health and Citizenship education has been extensive as a myriad of differing topics form part of this new subject at Salendine Nook Academy. In terms of the Religious Education units of study within PME various research documents have been utilized to shape our curriculum.

Various issues of The British Journal of Religious Education has proved essential in considering pedagogy of the subject www.tandfonline.com/doi/full/10.1080/01416200903537381. In terms of creating and establishing the religious education segments of the PME curriculum the Kirklees Agreed Syllabus has been invaluable in the suggestion of topics of study, means of delivery and assessment. <https://penninelearning.com> In the drive to establish positive, interesting and substantive religious education provision within PME NATRE (National Association of Teachers of Religious Education) and the Religious Council for England has been instrumental in formulating thinking and pedagogy.

www.religiouseducationcouncil.org.uk The state of the nation report into the provision of RE demonstrates the importance of Religious Education and the prime placing of the subject within any school curriculum religionseducationcouncil.org.uk/wp-content/uploads/2017/07/State-of-the-Nation-Report-2017.pdf

Ofsted's requirements for essential successful Religious Education- Religious Education- realizing the potential document have also shaped our provision for Religious Education within PME www.assets.publishing.service.gov.uk/government

In terms of pedagogy and the successful delivery of religious education within PME substantial research has been undertaken to find appropriate and successful teaching styles and methods.

Ninian Smart's argument that the key aim of RE is to enable learners to develop an understanding of religions. Smart argues that RE is an academic discipline like history or science, with its own set of approaches and its own frontiers with faith and with education. It is important that students understand the "nuts and bolts" of religion and in PME we believe it is important to follow the Smartian seven

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dimensions of religion: ritual, practice, narrative, doctrinal, ethical, social and material. Smart, Ninian, *The Religious Experience of Mankind*, 1983.

In PME we believe it is important to RE to aid our students to be able to make judgements about the differing and competing truth claims in religion. Statements of belief are taken seriously and the evidence for them is weighed up. As Trevor Cooling argued the key skill is enabling students to become critical evaluators of truth claims from the competing world religions. They have to make decisions about which of these truth claims, if any, they believe to be true, whilst still demonstrating respect and toleration of these differing beliefs and life codes. Trevor Cooling, *Concept Cracking*, 1994. Wright, Andrew, *Prospects for Religious Literacy*, 1993.

RE is involved with the development of spiritual understanding. Students are spiritual beings and this aspect of their self needs to be educated and developed. RE is a tool to enable human development, and spiritual development. The aim of RE is to allow students to respond for themselves to questions about the meaning and purpose of human life. RE's place in the curriculum is related to the overarching purposes of the SMSC curriculum. RE is built on questions of meaning and there is often a strong focus on ethics and morals. As Michael Grimmitt said 'A good RE lesson is part of the student's search for meaning and there is much time for reflection on 'what does this mean for me in my life?' The focus on 'finding meaning' has become hugely important for RE teachers and is very important within our PME lessons. Grimmitt, Michael, *RE and Human Development*, 1987.

PME lessons we believe should follow Sue Phillips ideas of a theatre of learning where role-play, drama, dance and other sensate activities are utilised to enable a development of an experience where possible of such a dynamic subject. *Theatre of learning* by Sue Phillips.

RE should begin by helping the student to understand the world-views that religions hold and to know and understand these before creating their own world-views. In PME we believe, like Clive Erricker that it is important for our students to find meaning about themselves and the world. In order to develop this world-view, students must be given the tools to study the beliefs and practices with which they are already familiar and which they are not. We believe that there is equal validity to all truth claims. Erricker, Clive, *Reconstructing Religious, Spiritual and Moral Education*, 2000.

In terms of the PSE units of study within PME various research documents have been utilized to shape our curriculum. As Salendine Nook Academy has already been providing high quality, interesting and challenging PSHCE lessons for many years now various documents have provided guidance over the years. PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. The landmark PSE Association document 'curriculum for life' report outlined evidence of the subject's impact on pupils' wellbeing and choice making in life and has been a guiding force in our delivery of PSHCE and later PME at Salendine Nook Academy. www.pshe-association.org.uk

In 2015, the UK Youth Parliament made 'A Curriculum which prepares us for Life' a top priority, based on a consultation of almost a million young people. This was the third year in a row that PSHE education has been voted a priority by young people. PSHE education is supported by leading youth bodies such as Girl-guiding and the British Youth Council. The PSE Association has provided research into the importance of PSE through the document *The links between health education, health and academic*

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success www.psheassociation.org.uk. The PSE association also provided evidence for the importance of pupil wellbeing in schools www.pshe-association.org.uk.

Relationship and Sexual health has recently become statutory from September 2020 though the PSHCE and now PME department within Salendine Nook Academy has always believed it important to deliver high quality sex education to pupils. This UNESCO report affirms relationships and sex education within a framework of human rights and gender equality. It promotes universal, structured learning about sex and relationships in a manner that is positive, affirming, and centred on the best interest of the young person. <https://www.pshe-association.org.uk>

The Collaborative for academic, social and emotional learning organization (CASEL) identifies five core competencies that can be taught through social and emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills and responsible decision-making. CASEL's 2017 Meta-Analysis, which analyses research projects involving more than 97,000 students, showed that pupils exposed to SEL programmes performed higher academically than their counterparts. We hope that this foundation is what our PME programme is based on. <https://casel.org/core-competencies/>

The PSE Association has provided guidance on Prevent education which has helped us formulate our Prevent strategy and implementation of lessons designed to teach pupils about extremism. <https://educateagainsthate.com>

We believe in PME that PSHE education should be delivered as part of a whole-school approach aimed at supporting pupils' health, wellbeing and development. The Cochrane Review of Health Promoting Schools examines evidence from a number of studies, finding a significant impact on physical activity, body mass index, fruit and vegetable intake, smoking, and bullying. Elements of our PME curriculum reflect the importance of holistic approach to our students' health and wellbeing. www.pshe-association.org.uk/

In 2017, Brook and CEOP published this report exploring the role of digital technology in young people's love lives and romantic relationships. Whilst highlighting the many positive impacts digital technology can have on intimate relationships, the report outlines the need for online safety education to protect young people from potential harms. In PME we believe that online safety and security is essential to our students' mental health and wellbeing.

Child line's annual review for 2017-2018 investigates the reasons why children and young people contact mental health services. This report underpins the necessity for mental health and emotional wellbeing lessons within PSHE to ensure that young people are aware of the support available for them. <https://learning.nspcc.org.uk>

This collaborative report from the UNODC, UNESCO and the WHO sets out the fundamental responsibility the education sector has to protect children and young people from substance use by ensuring the core curriculum includes learning about the risks associated with substance use and facilitates the development of students' personal and social skills relevant to health-seeking behaviours. <https://www.pshe-association.org.uk/>

The Money Advice Service have published the findings from their 2018 survey which quantify the level, scale and type of financial education being delivered across secondary schools and colleges in England. These findings can be used to determine the support schools need in ensuring all children and young people receive a meaningful financial education. The Money Advice Service's Children & Young People and Financial Capability analysis reports explore these needs in further detail. <https://www.moneyadviceservice.org.uk>

This evidence review from the UCL Jill Dando Institute for Security and Crime Science summarizes existing research into police involvement in schools. Findings include that police activity, wherever experienced, can be considered an important part of the education and legal socialization of young people. <https://www.pshe-association.org.uk/>

The Sweet! 2 report by Health-watch Essex provides an in-depth analysis of health trends within North East Essex. The report found that improved health and wellbeing education led to improved educational attainment which bettered young people's prospects of escaping poverty and the associated factors of poor health and wellbeing. <https://www.pshe-association.org.uk>

#Status of Mind by the Royal Society for Public Health identifies both the positive and negative effects of social media on young people's mental health and emotional wellbeing and outlines "calls to action" on how to reduce the risk of negative outcomes for children and young people. <https://www.rsph.org.uk/>

In terms of PSE pedagogy the following articles and documents have also proved useful in guiding our delivery of SE elements of our PME curriculum.

Teaching resilience in PSE. Resilience is the key to personal development. Evidence proves that resilience increases our ability to overcome setbacks, make the most of opportunities, and thrive in life so we believe it is vital that our students develop resilience. <https://bounceforward.com/why-resilience/>

Soft Skills: new subject, new pedagogy gives useful advice in enthusing pupils in PSE. NCFE resources have also guided delivery <https://www.ncfe.org.uk>

Coram Life delivery has also been researched <https://www.coramlifeeducation.org.uk/relationships-education> Knife crime has been increasing within UK society so various pieces of advice such as safe4me have been accessed to guide our delivery of high quality materials to help our students understand the implication of Knife crime. <https://www.safe4me.co.uk>

The PSE Association has also been useful with this issue. <https://www.pshe-association.org.uk/> Billy's wish has useful resources <https://www.billyswish.org.uk/>

Ben Kinsella Trust and advice on Knife crime <http://www.benkinsella.org.uk> The increase of gang crime has also had an impact on the development of our PME curriculum with the need to encourage our pupils to stay away from such dangerous behaviours. <https://www.solgrid.org.uk>

Increasing issues with County lines affect on young people has also led to developing resources to enable our pupils not to be impacted by this dangerous and risky behavior <https://www.childrenssociety.org.uk/what-is-county-lines?>

Delivering high quality money management, financial wellbeing and careers are also essential parts of our PME delivery. Barclays' resources have proved useful <https://barclayslifefskills.com>

Careers has a strong profile within PME. The Kirklees Careers service have provided research and resources. <https://worldskillsuk.org/> Cagnet has proved useful. <http://cegnet.co.uk>

In terms of Citizenship elements within PME various research documents have been utilized to shape our curriculum. *'Towards Consensus'*, Ofsted, 2006

[https://dera.ioe.ac.uk/6151/1/Towards%20consensus%20Citizenship%20in%20secondary%20schools%20\(PDF%20format\).pdf](https://dera.ioe.ac.uk/6151/1/Towards%20consensus%20Citizenship%20in%20secondary%20schools%20(PDF%20format).pdf)

The single most important document in Citizenship Education was written in 2006 by Ofsted. 'Towards Consensus' is a document which sets out the purpose of Citizenship in the UK, primarily that it is not intended as a brainwashing tool to create 'good citizens' but rather that Citizenship is needed in order to prevent such lack of cohesion as the race riots in Oldham and Bradford which occurred in 2001. Moreover, Citizenship was needed to prevent the catastrophic social conditions that led to the killing of Victoria Climbié. The document goes on to propose the nature, methodology and application of Citizenship Education. At this time Citizenship was a 'new' subject and teachers were almost invited to play a part in shaping the pedagogy. The following authors have been highly influential in our research towards developing our own view of how Citizenship should be taught in the school.

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The Ties that Bind: Citizenship and Civic Engagement in the 21st Century, House of Lords, Select Committee on Citizenship and Civic Engagement, 2018 <https://publications.parliament.uk/>

The summation of this document reads as an extension to that nascent document published by Ofsted above in which the House of Lords reported that the creation of a country in which every one of its citizens feels secure, engaged and fulfilled must be a primary objective of a successful modern democratic nation. This would be a country in which everyone feels that they belong, and to which everyone feels they can contribute. The document goes on to set out the values and level of democratic engagement which can be achieved through Citizenship education which we have used as a guide for engagement in the school. Our approach can be understood through this quote from the paper, "Individuals do not learn about governmental and judicial institutions of the United Kingdom through osmosis. The values which underpin our society, which have been tested in recent years by a variety of economic and societal developments, are not self-evident. They need to be learned and understood". This reveals our commitment to high standards of Citizenship education for our students at GCSE level.

Citizenship education in the UK: devolution, diversity and divergence. *Citizenship Teaching and Learning*, Andrews, Rhys and Mycock, Andrew (2007) <https://core.ac.uk>

Andrew's and Mycock's paper on the importance of identity politics in Citizenship is at the core of our curriculum. The recent introduction of Citizenship in England marked an important moment in the history of education in the UK. The paper investigates to what extent does citizenship education receive equal attention within the four UK Home Nations. This paper assesses the nature of citizenship education in the four nations of the UK, examining the divergent approaches and attitudes towards citizenship education in England, Northern Ireland, Scotland and Wales. Challenges for the future of citizenship education in the UK are explored, before the paper concludes by arguing that great care is required to ensure parity of provision is upheld across the evolving multinational education system which we believe is integral in maintaining good quality Citizenship in the school.

The Citizenship Teacher's Handbook, Stephen Fairbrass, 2009 <https://www.bloomsbury.com/uk/the-citizenship-teachers-handbook>

Concern about the future of a democratic society is not new. However, the commitment to equip young citizens with the knowledge and skills to enable them to be vigilant, to do something, and to speak up, is. The purpose of Citizenship Education is ultimately to contribute to the continuance and development of just and democratic societies, with vibrant and active engagement of citizens. Citizenship Education is education about democracy, but more importantly it is education for democracy. This highly practical and passionate book outlines the essential elements of teaching Citizenship effectively. It covers:

- teaching and learning Citizenship
- planning to teach Citizenship
- implementing whole school initiatives
- assessment in Citizenship education, and much more.

This is essential reading for all those involved in Citizenship Education in secondary schools.

Key Stage Three

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At Salendine Nook Academy PME is a subject created to cover **Religious Education** and **PSHE** (Personal Social Health and Economic Education). **Religious Education** is a component of the basic **curriculum** (but not the **National Curriculum**) and is compulsory for all pupils in local authority-maintained schools aged 5 to 18 years and academies, unless they are withdrawn from these lessons by **their** parents or withdraw themselves if they are aged 18 or over. The Academy follows broadly the Kirklees Agreed syllabus as a guide to the creation of units of study delivered across Key Stage 3 and 4. The aims of the RE syllabus are for learners to develop religious literacy; to acquire and develop knowledge and understanding of the principal religions and world views [starting with those represented in their local and regional communities, before moving to international and global religions and belief systems]; to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures; to develop attitudes of respect towards other people who hold views and beliefs different from their own; to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and nationally and globally. Although PME is a discrete subject within the curriculum units of study reflect the various areas of study suggested within the locally agreed syllabus. At key stage 3 Students extend and deepen their knowledge and understanding of a range of religions and other world views, recognising their local, national and global context. Building on their prior learning at Key Stage 2, they extend their study to include Buddhism and Hinduism. They draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They investigate questions of beliefs, meaning and identity, using their increasing understanding of religions and other world views. They begin to understand how beliefs influence the values and lives of individuals and groups, and how religions and other world views have an impact on personal, social and global issues. They begin to be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education and the government has recognized that PSHE should be taught in schools and the Academy has followed this advice successfully for a number of years. From 2020 Sex and relationship education (SRE) is statutory in maintained schools and although not for Academies Salendine Nook has continued to deliver high quality sex and relationships and Health education and will continue to do so. Our PSHE education programme within PME helps to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Our PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. Our units of study teach the knowledge and skills our students need which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. In Years 7 and 8 students study PME for 3 hours a fortnight, in Year 9 and 10, one hour a week and in Year 11 one hour a fortnight.

The following **Religious Studies skills** will be developed during the course of the PME programme of study from Years 7-9.

Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. **Empathy** – including the development of the power of

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imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view. **Evaluation** –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. **Analysis** – including distinguishing between opinion, belief and fact, recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions. **Synthesis** – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values. **Expression** – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media. **Self-understanding** – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

The PSHE skills will be developed during the course of our PME programme of study from Years 7-9.

Personal effectiveness- Self-improvement (including through constructive self-reflection, seeking and utilizing constructive feedback and effective goal-setting). Identifying unhelpful 'thinking traps' (e.g. generalization and stereotyping). Resilience (including self-motivation, perseverance and adaptability). Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses). Recognizing and managing peer influence and the need for peer approval, including evaluating perceived social norms. Self-organization (including time management). Strategies for identifying and accessing appropriate help and support. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence. Recalling and applying knowledge creatively and in new situations. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness- Empathy and compassion (including impact on decision-making and behaviour). Respect for others' right to their own beliefs, values and opinions. Discernment in evaluating the arguments and opinions of others (including challenging 'group think'). Skills for employability, including Active listening and communication (including assertiveness skills), Team working, Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries), Leadership skills and Presentation skills. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks). Recognizing, evaluating and utilizing strategies for managing influence. Valuing and respecting diversity. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and effectiveness- Identification, assessment (including prediction) and management of positive and negative risk to self and others. Formulating questions (as part of an enquiring approach to learning and to assess the value of information). Analysis (including separating fact and reasoned argument from rumour, speculation and opinion). Assessing the validity and reliability of information. Identify links between values and beliefs, decisions and actions. Making decisions

All the skills and attitudes of Religious Studies and PSHCE will be developed throughout our PME curriculum to enable our pupils to develop our two core stands- to be *the best they can be for themselves and others* and to enable them to *make the best choices in life for themselves and those around them*.

Year 7

Unit 1: Identity-Who am I? begins our pupils' learning journey at Salendine Nook Academy by enabling students to focus on their identity and how identity is shaped by different forces. The topic will enable pupils and their PME Teacher to begin the building of a relationship which will enable pupils to understand who they are and their place in society and the world around them. Pupils will then look at the importance of healthy relationships and how families and family groups as a means of a shared identity between different groups of people are integral to the development of positive lifestyles and the pursuit of happiness. Pupils will then move on to look at how identity is shaped by faith and values and they will be given an opportunity to consider their own faith or lack of it and the values that they subscribe to or hopefully will subscribe to with positive influences and roles models studied. Pupils will complete a further lesson to see if they recognize their own identity and the identity of others as a means to developing their character to be the best they can be and showing empathy, toleration and understanding to those of other identities to themselves. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals*

Unit 2: Anti-Bullying continues our pupils' learning journey at Salendine Nook Academy by introducing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught to recognize good character and action and how to act when facing bullying and how to react towards it. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals*

Unit 3: Kindness and charity will build on the previous topic by encouraging our pupils to see the value of kindness and compassion and the positive effect it has on the wellbeing of the person themselves and those around them. Pupils are introduced to a range of exemplars, helping to create an awareness in our pupils of how they can add to the positivity that can improve one's own life and the lives of others in the world in which we live. Through the use of these exemplars, pupils will be introduced to the key concepts of love and compassion that will in turn help guide them to be the best person they can be for themselves and those around them. This will also add to the whole school ethos of achievement, aspiration and unity. This unit will link back to the previous units by encouraging an ethos of compassion and charity amongst our pupils by enabling our pupils to recognize the value of helping one another and how this ultimately helps the individual person as well. Chosen Christian, Muslim and Sikh exemplars of charity in action will personalize the issue for many of our pupils to show how positive action can help improve individual's lives for the better and influence others to participate to change the lives of the unfortunate for the better. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 4: Religion and diversity in Britain

This unit will link with previous units by encouraging pupils to view the importance of different religious and non -religious and cultural groups within the UK and their contribution to the country's general well-

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being and ethos of respect, toleration and equality. Pupils will look at beliefs systems of the different faiths of the UK and concepts such as personal freedom, integration, diversity and immigration. Pupils are encouraged to recognize the value and importance of the need to live by the values of personal and communal respect and to empathize with the beliefs and practices of others in order to strengthen community cohesion, so that each of our pupils can be the best they can be for themselves and for those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom*

Unit 5: Prevent extremism

This unit will link with previous units by encouraging pupils to gain the knowledge and understanding of some of the dangers of extremism in the modern world in which they live. Pupils will be given scenarios and exemplars that will teach them the nature of extremism in a safe manner enabling pupils to put in context the scale of the risk on their lives locally and nationally. Pupils will be taught to recognize extremism and reject such life stances and life choices in their own lives thus continuing to develop themselves and their characters in the best way they can for themselves and those around them by making the best and safest choices for themselves and those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 6: Hinduism

As per the previous unit and units in Year 7 and 8 this unit will again enable pupils to be more aware of one of the most fascinating and intriguing faiths in our community and in the world-Hinduism. As with the previous unit of Sikhism pupils will study the main beliefs and practices with a view to develop an understanding and mutual respect for people of differing faiths in our community and the world. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 7: Buddhism

This unit will link with previous units by encouraging pupils to consider the beliefs and practices of a faith which puts the self at the heart of a person's actions. As Buddhists follow and practice various forms of self-awareness in an attempt to be the best they can be for themselves and others and thus escape the chains of samsara that keep them rooted in the pain and suffering of the world around them. So too our pupils will study a fresh mind-set that will enable them to continue their learning journey to be the best they can be for themselves and those around them. Pupils will look at the life of the Buddha, the 4 Noble Truths, the Eight Fold Path and life of Buddhist monks to help them understand a different life stance and world view that may inspire them to see their place in the world, to see the suffering in the world brought upon by inappropriate thoughts and actions and thus choose better means to avoid the stresses life puts upon people. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.*

Unit 8: Sikhism

This unit will link with previous units by encouraging pupils to consider the beliefs and practices another of the faiths of the school, community, country and the world itself. In a country declining in the Christian faith and a rise in Islamophobia it is vital that pupils know and understand the beliefs and practices of the Sikh population of our country. Our pupils will be better informed on what it means to be a Sikh in the UK and across the world today and enable them as individuals to live alongside in mutual respect and understanding. As a faith Sikhism stands out as a religion of faith in action, exactly following the message and core principles of our PME department and the school itself. As Sikhs practice the concept of sewa which is in itself a call to be the best servant to others our pupils will understand these core values and potentially aspire to use these ideas of work ethic, care for others and unity despite difference of belief and practice in their own lives thus aiming to be the best one can be for oneself and for those around one. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 9: Healthy body/healthy mind

This unit will link with previous units by encouraging pupils to consider the importance of health on their lives, both in terms of physical health but also mental health. Pupils will continue their learning journey by knowing and understanding how physical and mental health are interlinked and central to a person being the best they can be for themselves and for those around them. The unit will also link back to Anti-Bullying and Kindness and charity as both healthy bodies and healthy minds can be affected negatively or positively by the actions and choices of the individual and the people around them. Pupils will be given exemplars and strategies that will help them understand how to achieve a healthy body and healthy mind and how to begin to make the sorts of decisions that will make positive impacts on their own lives and the lives of those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.*

Unit 10: Drugs education

This unit will link with previous units by encouraging pupils to consider all the previous units that covered being happy and making others happy, making the right choices about inappropriate peer pressure in terms of bullying and considering the dangers to a healthy body and healthy mind by looking at the dangerous implications of drug taking. In terms of Year 7 the risks of smoking and smoking cannabis are the most relevant and the dangers of alcohol abuse so our unit of study intends to give our pupils the important knowledge and understanding of the effect of taking these drugs on the body and mind. Pupils will consider the consequences of individual action on the person themselves and the implication of drug abuse on people around them. This will encourage our pupils to make the safe and best choice that will impact on them and on those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 11: Relationships and Sexual Health education

This unit will link with previous units by encouraging pupils to consider the importance of positive relationships of differing kinds within our communities. Pupils will be encouraged to recognize and develop positive relationships and understand the natural bodily changes that occur within people as they develop through life in a positive and supportive manner. Pupils will continue to develop a positive knowledge and understanding of the different kinds of relationships such as familial, single parent, same sex relationships so that they can empathize with the life situations of others and treat people with respect and compassion. By studying online safety pupils will also continue to develop the ability to make positive life choices that will affect themselves and others around them in a safe and respectful manner. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 12 Online safety and abuse

By studying online safety pupils will also continue to develop the ability to make positive life choices that will affect themselves and others around them in a safe and respectful manner. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 13 Careers

This unit will link with previous units by encouraging pupils to consider the importance of making personal choices that can affect lifestyle in the future. Pupils will look at their aspirations for the future and consider how to set goals which will enable them to achieve these aspirations. The need to work together and be part of groups and teams are also developed within this unit. Different careers are considered and how our pupils can prepare for the world of work by making considered and reasoned choices based on clear information and opinion. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.*

The Year 7 PME Curriculum rationale has been developed with a coherent plan to build unit by unit on knowledge and understanding of various beliefs systems and differing life choices that will enable our pupils to put the school vision of achievement, aspiration and unity into practice by encouraging achievement in both positive character development and academia, aspiration in both positive character development and academia and unity in terms of developing a positive and healthy self-image that will bring about the best and safest life choices that can only impact positive on the lives of the individual and those around them. Our rationale will enable a development of unity amongst all the school community enabling the fostering of cohesive bonding in all who work and learn within the school community.

Year 8

Unit 1: Judaism and the Holocaust continues our pupils' learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the beliefs and practices of Judaism as a world religion and the Holocaust is studied to enable pupils to never forget humanity's inhumanity on each other. Pupils will make links with current anti-Semitism in the world today and enable them to recognize such ill treatment and stand against it in their own lives. Links are made back to Year 7 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognize good character and action and how to act when facing such prejudice and discrimination. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

Unit 2: Jesus will continue the journey of being the best person one can be for oneself and for those around you by focusing on the life message and actions of Jesus Christ. Pupils will study the beliefs, miracles and parables Jesus taught as a means of continuing to develop personal character and integrity and showing the value of kindness, compassion and charity. Jesus' mission and story of self-sacrifice is studied as a means of encouraging our pupils to think of others in the same way Jesus did and recognize, as Jesus did, the importance of personal respect, mutual understanding and care for others. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 3: Christianity and Islam-the same but different

This unit will link with previous units by encouraging pupils to consider the beliefs and practices of the two main faiths of the school, community, country and the world itself. In a country declining in the Christian faith and a rise in Islamophobia it is vital that pupils know and understand what both Christianity and Islam stand for, what their core beliefs and practices are, in order to overcome any misinterpretations or stereotyping of both sets of believers. Our pupils will be better informed on what it means to be a Christian and Muslim in the UK and across the world today and enable those as individuals to live alongside people of different faiths and values in mutual respect and understanding. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

(This unit also gives a better foundation and platform for pupils choosing the Religious Studies GCSE on offer at KS4)

Unit 4: Humanism and worldviews

This unit will link with previous units by encouraging pupils to think about different worldviews and beliefs such as Humanism, atheism and secularism in order to give pupils a balanced view of the world around them. Pupils will look at key Humanist ideas and belief and how humanism has had an impact of the world and peoples' beliefs and ideas in the world and how people should live. Famous Humanist thinkers and believers will be introduced and pupils will be challenged to consider how Humanists

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consider are the values that will enable people to live good and meaningful lives. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

(This unit also gives a better foundation and platform for pupils choosing the Religious Studies GCSE on offer at KS4)

Unit 5: Philosophy and morality: The Big Questions

This unit will link with previous units by encouraging pupils to consider develop critical thinking about some of the big religious and philosophical questions of life. Pupils will develop their opinions on such topics as Does God exist, why is the suffering in the world and how to deal with complexity of moral dilemmas. Making the best and safest choices in complicated situations will enable pupils to begin to consider the life decisions that they may need to make as they grow older. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

(This unit also gives a better foundation and platform for pupils choosing the Religious Studies GCSE on offer at KS4)

Unit 6: Inequality and inspirational people

This unit will link with previous units by encouraging pupils to think of the inequalities in the world and continue to develop in our pupils a sense of fairness and justice which will help them to make a positive difference in the world they live in. Various role models will be studied that can provide positive examples of people have made a difference to the lives of others and act as inspiration for future action and value systems. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the operation of Parliament, including voting and elections, and the role of political parties, the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 7: Careers and choices

This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. Pupils will consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them, continuing with the ethos of compassion and kindness developed early during the pupils' learning journey in PME. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve*

their communities, including opportunities to participate in school-based activities, the functions and uses of money, the importance and practice of budgeting, and managing risk

Unit 8: Mental and physical health

This unit will link with previous units by encouraging pupils to think of their own personal needs and the needs of others. To be the best one can be for oneself and those around them pupils must be aware of how important a healthy mind can be, not only in terms of general health and well-being but also in terms of being able to make the physical, intellectual, emotional and social development essential for one to make progress in life. Pupils will also continue their development of safe decision making and making the best choices for themselves and for those around them by considering the complicated issues of body image, self-esteem, self-harm, depression and anxiety. Pupils will be enabled to identify the signs of these issues and be given strategies and advice on how to deal with these situations in a positive and safe manner both for themselves and for other. The core strands of valuing oneself and others and making safe life choices for oneself and for others are developed further here. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 9: Relationships and Sexual Health education

This unit will link with previous units by encouraging pupils to continue to consider the importance of positive relationships of differing kinds within our communities. Pupils will know and understand the significance of sex and sexual relationships gaining a greater understanding of the legality around sexual intercourse and the maturity needed for human beings to embark on sexual relationships thus helping pupils make the safe and best choices they can make around relationships and sexual health both for themselves and those around them. Contraception is considered as a future method of safe sex and the risk and consequences of sexual infections are presented in a way to enable pupils to know and understand the dangers to well-being through inappropriate or ill-judged unsafe sex or inappropriate sexual relationships. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 10: Risky Behaviours

This unit will link with previous units by encouraging pupils to continue to develop their knowledge and understanding of different life choices and life-stances which will affect potential well-being and life opportunities in current and future lives. Pupils will develop an understanding of the positive and negative effects of peer pressure on pupils in the short term and in the future thus linking with previous units in Year 7 and 8 and helping to create a positive values system and ability to make safe and appropriate life choices that will enable them to be the best they can be for themselves and for those around them. The positives and negatives of social media are studied again to enable our pupils to consider the lives of those linked to them and not so that correct choices can be made to keep our pupils and the lives of those around them safe. The increasing dangers of Knife crime are discussed in order to again enable our pupils in the short term and in the future to be safe and make the appropriate life decisions that only affect themselves and others around them in a safe and positive manner. The

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increasing pressure of cannabis use as by the younger generation is considered enabling pupils to see the dangers related to cannabis use on the individual and in communities across the country so again pupils can adopt a positive and healthy lifestyle that can again enable them to be the best they can be for themselves and for those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The Year 8 PME Curriculum rationale has been developed with a coherent plan to build unit by unit on knowledge and understanding of various beliefs systems and differing life choices that will enable our pupils to put the school vision of achievement, aspiration and unity into practice by encouraging achievement in both positive character development and academia, aspiration in both positive character development and academia and unity in terms of developing a positive and healthy self-image that will bring about the best and safest life choices that can only impact positive on the lives of the individual and those around them. Our rationale will enable a development of unity amongst all the school community enabling the fostering of cohesive bonding in all who work and learn within the school community.

Year 9

Unit 1: Equality and empathy continues our pupils' learning journey at Salendine Nook Academy by continuing to build upon our core concepts and values of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Building on previous Year 7 and 8 units such as identity, bullying and kindness Pupils are taught the importance of human rights within their own school situation and across the world as they empathise with people of different life experiences in order to bring about greater awareness and understanding. Pupils will make links with previous examples of intolerance such as the Holocaust studied in Year 8 and recognize examples of the lack of human rights in the world today. This will enable our pupils to recognize such ill treatment and stand against it in their own lives. Links are made back to Year 7 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognize the need to protecting and honouring the rights of all human beings thus enabling them to develop their own good character and action when facing such prejudice and discrimination. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

Unit 2: Discrimination and Hate Crime

This unit will link with previous units by encouraging pupils to think about the life situations of those less fortunate than them in an attempt to create again good character, care and compassion for others. The Hate Crime unit links back to previous units in the learning journey where the rights of others can be put at risk by those who purposefully or mistakenly act negatively towards people of different beliefs, backgrounds and abilities. The still hugely relevant story of Stephen Lancaster will continue to develop pupils' knowledge and understanding of the dangers of bullying and racism in order to develop our aims of unity amongst our community by being able to recognize the insidious nature of racism and the need to stand against it in all its forms. The unbelievable increase in disability hate crimes are also considered

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so that our pupils can recognize when these happen and hopefully continue to foster an environment of zero tolerance to ill treatment of human beings everywhere. The study of the Sophie Lancaster murder again brings to the fore the issue of bullying and prejudice and discrimination again with a purpose of continuing to generate compassion and respect for human life everywhere. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 3: Citizenship

This unit will link with previous units by encouraging pupils to think to develop a core sense of values which has been underpinning PME through the first three years of our students' learning journey. By studying politics pupils will be enabled to develop a knowledge and understanding of how to make a difference on some of the issues earlier studied such as equal rights, a safe and compassionate society and a purpose to achieve and aspire to be the best one can be for oneself and for those around them. Pupils will be introduced to politics and political parties and the concepts of voting and democracy. Pupils will be encouraged to develop critical thinking and problem solving skills as they create their own political parties in groups. This will encourage our pupils to develop their own core values of what it means to be a responsible citizen and hopefully making the society in which they live a better place for themselves and all around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch, the operation of Parliament, including voting and elections, and the role of political parties, the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 4: Religion and ethics will continue the journey of being the best person one can be for oneself and for those around you by focusing on the awe and wonder of the human being in the world we live in. Our PME learning journey continues to develop our pupils' aim of being the best one can be for oneself and those around them but this takes on a deeper and more philosophical situation in this unit as pupils consider potential life changing improvements to the human body and human lives through medical science and improvements. Pupils are asked to consider the positive and negatives of such medical issues as designer babies, organ donation, genetic engineering, cloning and even robotics. The value of human life itself and quality of life are considered as a means of developing pupils' own value systems and concurrently the development of critical thinking in moral situations, always keeping at the heart a sense of kindness and compassion and care for others. Religious ideas of the sanctity of life, the quality of life and the potential existence of the soul are also considered as part of a development of an opinion about the necessity of caring for oneself and those around you and the desire potentially of a more caring society for the future. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 5: Careers and choices

This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. Pupils will consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them, continuing with the ethos of compassion and kindness developed early during the pupils' learning journey in PME. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities, the functions and uses of money, the importance and practice of budgeting, and managing risk*

Unit 6: Healthy body healthy mind

This unit will link with previous units by encouraging pupils to think of their own personal needs and the needs of others. To be the best one can be for oneself and those around them pupils must be aware of how important a healthy mind can be, not only in terms of general health and well-being but also in terms of being able to make the physical, intellectual, emotional and social development essential for one to make progress in life. Pupils will also continue their development of safe decision making and making the best choices for themselves and for those around them by considering the complicated issues of body image, self-esteem, self-harm, depression and anxiety. Pupils will be enabled to identify the signs of these issues and be given strategies and advice on how to deal with these situations in a positive and safe manner both for themselves and for other. The core strands of valuing oneself and others and making safe life choices for oneself and for others are developed further here. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 7: Relationships and Sexual Health education

This unit will link with previous units by encouraging pupils to think about their own beliefs, values and attitudes when considering differing relationships. All units of study are linked to the core ideals of developing understanding, toleration and compassion for oneself and others. Pupils will be encouraged to develop a solid knowledge and understanding of the appropriate age for sex, both morally and legally and encourage pupils to make the correct and appropriate life choices in terms of safe sex and relationships at the appropriate and legal age. Pupils will develop an understanding of LGBTQAI+ in order to develop compassion, kindness and mutual respect thus bringing about a continuation of good character and an ability to foster positive relationships linking back to Anti-bullying in Year 7 and Human Rights at the start of Year 9. Contraception is again considered as a future method of safe sex and the risk and consequences of sexual infections are presented in a way to enable pupils to know and understand the dangers to well-being through inappropriate or ill-judged unsafe sex or inappropriate sexual relationships. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which*

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citizens work together to improve their communities, including opportunities to participate in school-based activities

Unit 8: Drugs education

This unit will link with previous units by again encouraging pupils to think about the issues of drug taking. Responding to a continuation of the increasing dangers of drug use within society, both local and national, our pupils are enabled to see the dangers of drug taking such as cannabis and alcohol in particular. Pupils are taught the implications, both personal, communal and legal of participating in drug abuse and the consequences both in terms of life choices and aspiration on the self and those around them. This will encourage our pupils to make the safe and best choices that will impact on them and on those around them. Pupils will be taught the drug classifications and the legal implications of participating in drug use both in terms of careers impairment and risk of police records. This unit delivers key RS and PSHE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The Year 9 PME Curriculum rationale has been developed with a coherent plan to build unit by unit on knowledge and understanding of various beliefs systems and differing life choices that will enable our pupils to put the school vision of achievement, aspiration and unity into practice by encouraging achievement in both positive character development and academia, aspiration in both positive character development and academia and unity in terms of developing a positive and healthy self-image that will bring about the best and safest life choices that can only impact positive on the lives of the individual and those around them. Our rationale will enable a development of unity amongst all the school community enabling the fostering of cohesive bonding in all who work and learn within the school community.

Key Stage Four

At Key Stage 4 all students continue to study PME for one lesson a week in Year 10 and one lesson a fortnight in Year 11.

In terms of religious studies units students begin to extend and deepen their knowledge and understanding of religions and other world views, reflecting local, national and global contexts. Building on their prior learning, they begin to appreciate and appraise the nature of different religions and other world views in more comprehensive ways. They begin to use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualize and analyse the expressions of religions and other world views they encounter. They begin to be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs. They begin to be able to appreciate and appraise the beliefs and practices of different religions and other world views with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. As an integral part of learning, students are given the opportunity to engage with people and communities of faith within school or through visits outside school.

In our PSHE units of study our students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. Our PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

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The following **Religious Studies skills** will be developed during the course of the PME programme of study from Years 10-11.

Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. **Empathy** – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.

Evaluation – including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. **Analysis** – including distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.

Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.

Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

The PSHE skills will be developed during the course of our PME programme of study from Years 10-11.

Personal effectiveness- Self-improvement (including through constructive self-reflection, seeking and utilizing constructive feedback and effective goal-setting). Identifying unhelpful 'thinking traps' (e.g. generalization and stereotyping). Resilience (including self-motivation, perseverance and adaptability). Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses). Recognizing and managing peer influence and the need for peer approval, including evaluating perceived social norms. Self-organization (including time management). Strategies for identifying and accessing appropriate help and support. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence. Recalling and applying knowledge creatively and in new situations. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness- Empathy and compassion (including impact on decision-making and behaviour). Respect for others' right to their own beliefs, values and opinions. Discernment in evaluating the arguments and opinions of others (including challenging 'group think'). Skills for employability, including Active listening and communication (including assertiveness skills), Team working, Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries), Leadership skills and Presentation skills. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks). Recognizing, evaluating and utilizing strategies for managing influence. Valuing and respecting diversity. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and effectiveness- Identification, assessment (including prediction) and management of positive and negative risk to self and others. Formulating questions (as part of an enquiring approach

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to learning and to assess the value of information). Analysis (including separating fact and reasoned argument from rumour, speculation and opinion). Assessing the validity and reliability of information. Identify links between values and beliefs, decisions and actions. Making decisions

All the skills and attitudes of Religious Studies and PSHCE will be developed throughout our PME curriculum to enable our pupils to develop our two core stands- to be ***the best they can be for themselves and others*** and to enable them to ***make the best choices in life for themselves and those around them***.

Students are also able to follow four other option courses: GCSE Religious Studies, GCSE Citizenship, GCSE Sociology and BTEC Tech Award in Health and Social care.

GCSE Religious Studies follows the AQA Syllabus A offering a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring our students have a diverse choice of intriguing subjects to explore. Our students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Our students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study at A Level. At the Academy students will specifically study six areas: Christian beliefs and practices, Muslim beliefs and practices, religion and relationships, religion and life, religion and peace and conflict and religion and crime and punishment. At the end of the course students will sit two examinations which will enable them to gain grades 1-9.

GCSE Citizenship follows the OCR Syllabus introduces our students to key citizenship issues and helps them develop a practical understanding of what it means to be a citizen today. They acquire the knowledge and skills necessary to think critically and play a positive role in public life. At the end of the course students will sit three examinations which will enable them to gain grades 1-9.

GCSE Sociology follows the AQA Syllabus introduces our students to key sociological issues and helps them develop a practical understanding of what society means today. They acquire the knowledge and skills necessary to think critically and understand how society functions through units of study based on sociological research methods and units on families and society, education and society and crime and deviance and society. At the end of the course students will sit two examinations which will enable them to gain grades 1-9.

BTEC Tech Award in Health and Social Care gives our students the opportunity to develop sector-specific knowledge and skills in Health and Social Care in a practical learning environment. Our students cover which cover the development of key skills that prove our students' aptitude in health and social care such as interpreting data to assess an individual's health. They will become knowledgeable of effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing. Students will look at the importance of developing

attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them. They will gain knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing. There are two pieces of coursework that students will need to complete during the course, internally marked and externally moderated comprising of 60% of the marks and a final external examination which is worth 40%. Depending on the results our students can then achieve a Level 1 pass equivalent to grades 1-3 or a level 2 pass equivalent to grades 4-9 at GCSE.

Year 10

Unit 1: Alternative Religions continues our pupils' learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the beliefs and practices of alternative religions and belief systems such as Mormon, Jainism, Jehovah's Witnesses, Humanism, Scientology and Jedi-ism. Awareness of differing life beliefs and life-views are integral to a development of mutual respect, understanding and toleration. It also reinforces a strengthening against inequality and prejudice and discrimination by giving information against dis-information. Pupils are given the opportunity to empathize with differing life beliefs through the creation of their own religion and the study of the chosen religions and cults. Critical thinking is developed within an environment of understanding and mutual respect and toleration of other people's chosen life views and life-stances. Links are made back to Year 7 and Year 9 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognize good character and action and how to act when facing such prejudice and discrimination. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

Unit 2: Religion in the world will continue the journey of being the best person one can be for oneself and for those around you by focusing on religious issues designed to make pupils consider the difficulties of following a religion or a faith based system and the impact such choices can make upon people, positively or negatively. In lessons such as Islamophobia, God is dead, Just War, does religion do more harm than good pupils are challenged to consider the effect of religious belief on individuals and communities with a purpose of ensuring pupils recognize the need for personal and communal protection of basic rights of individuals and communities in our country and the world. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 3: Physical and mental health

This unit will continue to develop a good knowledge and understanding of physical and mental health and well-being and demonstrates the need to respond to changes within society and within our

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community. Implementing government requirements on health and well-being our students continue their learning journey by considering the implications of the pressures on body image and self-esteem on our pupils giving our pupils practical advice and methods to enable them to create within themselves and others a positive and well balanced body image and self-esteem. This will enable our pupils to develop positively as individuals and as part of the community, becoming empathically understanding and supportive of those around them. In response to the need to again consider the importance of awareness of good bodily health lessons on Breast Cancer awareness and testicular/skin awareness enable pupils to have the knowledge and understanding to recognize preventative measures that will keep them physically and mentally safe both in terms of themselves and others. Although sensitive it is vitally important that our pupils have the measures necessary to enable to make the safest and best choices around their health. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, , the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 4: Relationships and Sexual Health education

This unit will link with previous units by encouraging pupils to continue to develop the knowledge and understanding necessary in making the best and safest life choices for themselves and those of others. By studying issues such as the implications of teenage sexual relationships and pregnancy pupils will gain an essential knowledge and understanding of consequences on short term and long term future life and aspirations. Continuing to develop a positive character and being the best one can be for oneself and those around you considering appropriate and inappropriate behaviours will enable our pupils to make the best and safest choices they can make for themselves and those around them. Sexual Assault, consent and rape lessons again reflect the need for a greater awareness within society of acceptable norms of behaviour and implications under the law for inappropriate action and behaviours. A lesson on pornography gives pupils a much more realistic knowledge and understanding of the reality of what sex is and should be against an increasing growth of pornography within society. Misconceptions about pornography can affect how young people view sex leading to serious issues in teenage relationships so pupils are given a proper and realistic knowledge and understanding of sex and sexual relationships. This again will enable pupils to be the best person they can be for themselves and those around them and enable them to make the best and safest choices for themselves and those around them. As a lot of the issues concerning consent, assault and teenage pregnancy are linked to alcohol and the abuse of alcohol a lesson bringing greater awareness on the link between alcohol and inappropriate choices within sexual relationships uses beer goggles to simulate the dangers of sexual choices made under the influence of alcohol. The importance of condom use and safe sex are again visited her linking back to previous units on relationships and sexual health. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 5: Drugs education

This unit will link with previous units by encouraging pupils to consider make the best and safest choices for themselves and those around them by continuing to develop a thorough knowledge and understanding of the issues of drug intake and drug abuse based on up to date drugs information under the law. As drugs education appears within each year rationale there is an ability to test and secure previous essential knowledge on the relevant drugs appropriate to pupils within our Key stage. Pupils

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consider the implications of drug use in terms of alcohol and cannabis, most relevant to pupils of this key stage plus new information on drugs such as heroin and synthetics. This will enable pupils to make the best and safest choices for themselves and those around them at such a crucial stage of adolescent life. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 6: Careers and life choices

This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. As choices for work or college in the short term grow ever closer pupils will again consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them. Pupils will be given the relevant information about colleges and the advice on how to be able to give the best account of themselves when applying to colleges to secure their future happiness and well-being by making the best choices they can for themselves and those around them. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 7: Money management

This unit will link with previous units by encouraging pupils to think about their futures and giving them the practical skills they need and will need in the future to live a happy and productive life both for themselves and for those around them. The unit again links to previous units such as mental health and well-being by giving pupils the advice and skills necessary to be able to use money wisely. Pupils will be taught to be respectful of money itself and the implications both in terms of careers, aspirations and mental health and well-being of the inappropriate use of money. Pupils will be introduced to budgeting, credit and debit and the dangers of the abuse of money such as gambling. As a result of the skills given and the advice given pupils will develop a good knowledge and understanding of the importance of managing money both in the short term and the long term. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The Year 10 PME Curriculum rationale has been developed with a coherent plan to build unit by unit on knowledge and understanding of various beliefs systems and differing life choices that will enable our pupils to put the school vision of achievement, aspiration and unity into practice by encouraging achievement in both positive character development and academia, aspiration in both positive character development and academia and unity in terms of developing a positive and healthy self-image that will bring about the best and safest life choices that can only impact positive on the lives of the individual and those around them. Our rationale will enable a development of unity amongst all the school community enabling the fostering of cohesive bonding in all who work and learn within the school community.

Year 11

Unit 1: Risky Behaviours continues our pupils' learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the dangers of offensive weapons and knife crime, a serious and highly relevant topic for pupils in our school and our community. Pupils are taught the implications carrying such weapons under the law in order to help pupils make the best and safest choices in their own lives and the lives of those around them. Extremism and honour killings are covered along with consolidating pupils' knowledge and understanding of the growing problem of the destructive county lines. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

Unit 2: Careers will continue to give pupils the knowledge and understanding they need to make the correct choices for their college applications. PME (alongside Form Tutors of Year 11 to a degree) is instrumental in delivering the Get Into programme that will enable pupils to create their College applications. Pupils will be taught how to produce personal statements that will reflect the person they have become during the course of their learning journey from Year 7 to Year 11. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

Unit 3: Empathising with others continues our pupils' learning journey at Salendine Nook Academy by continuing to build upon our core concepts and values of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Building on previous Year 7 and 8 units such as identity, bullying and kindness Pupils are taught the importance of human rights within their own school situation and across the world as they empathise with people of different life experiences in order to bring about greater awareness and understanding. Pupils will make links with previous examples of intolerance such as the Holocaust studied in Year 8 and recognize examples of the lack of human rights in the world today. This will enable our pupils to recognize such ill treatment and stand against it in their own lives. Links are made back to Year 7 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognize the need to protecting and honouring the rights of all human beings thus enabling them to develop their own good character and action when facing such prejudice and discrimination. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

Unit 4: Relationships and sexual health

This unit will link with previous units by encouraging pupils to continue to develop the knowledge and understanding necessary in making the best and safest life choices for themselves and those of others. By studying issues such as the implications of teenage sexual relationships and pregnancy pupils will gain an essential knowledge and understanding of consequences on short term and long term future life and aspirations. Continuing to develop a positive character and being the best one can be for oneself and those around you considering appropriate and inappropriate behaviours will enable our

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pupils to make the best and safest choices they can make for themselves and those around them. Sexual Assault, consent and rape lessons again reflect the need for a greater awareness within society of acceptable norms of behaviour and implications under the law for inappropriate action and behaviours. A lesson on pornography gives pupils a much more realistic knowledge and understanding of the reality of what sex is and should be against an increasing growth of pornography within society. Misconceptions about pornography can affect how young people view sex leading to serious issues in teenage relationships so pupils are given a proper and realistic knowledge and understanding of sex and sexual relationships. This again will enable pupils to be the best person they can be for themselves and those around them and enable them to make the best and safest choices for themselves and those around them. As a lot of the issues concerning consent, assault and teenage pregnancy are linked to alcohol and the abuse of alcohol a lesson bringing greater awareness on the link between alcohol and inappropriate choices within sexual relationships uses beer goggles to simulate the dangers of sexual choices made under the influence of alcohol. The importance of condom use and safe sex are again visited here linking back to previous units on relationships and sexual health. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

SMSC is integral and embedded in our PME schemes of work

Spiritual

The Spiritual aspect of SMSC is embedded in our lessons, with pupils often being given opportunity to reflect on how the things they have learnt can affect and influences their own lives. During Key stage 3 and 4 the topics studied include discreet elements of spirituality through units of study based on the different religions needed to be covered as part of the RS part of the PME course and spiritual ideas throughout the whole curriculum. Christianity and Islam have discreet units, as do Buddhism, Judaism, Sikhism and Hinduism but we also look at religious ideas at different points and alternative religions and worldviews in Year 10. In Key Stage 3 and 4 various class tasks enable students to learning from religion and religious belief. Students are given the opportunity to personally reflect on the topic being assessed and develop their own religious or non-religious views, attitudes and opinions. They share and document through personal reflection in their written work which is often self, peer and teacher assessed.

Assemblies are created across many religious and non-religious strands to give extra spiritual dimension for students beyond PME lessons and trips such as our Carol Service for Year 7 at Stephen's Church, Lindley and our Year 10 Citizenship and RS trips to London add to this dimension. The soon to be developed Faith and wellbeing room will also enable more of our students to develop their own spiritual awareness and enable them to fulfil religious duties as part of their faith. At GCSE level pupils who have opted for RS are able to develop a deeper spiritual knowledge and understanding of the two main Faiths of the country, Christianity and Islam. They are able to develop their evaluation skills as they are asked for their own opinion in their evaluation questions, which we discuss at length in lessons. Results have been fantastic since the establishment of a full GCSE course at the school.

Moral

The issues of morality are an integral part of our PME Key stage 3 and 4 curriculum with units of study developed to constantly bring about a positive development in the moral character of our students. Throughout our courses our students are challenged to make the right choices morally and to take the correct, more virtuous route in lives that can help themselves and other in society. In Year

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7 we look at bullying with exercises designed to stop bullying and create a more sensitive, respectful and helpful members of society. A unit on prevent again reminds students of the need to make moral choices that will benefit not hinder society. In Year 8 we have a unit on morality where actions and consequences of a moral nature are studied. We also look at how moral issues, such as suffering are affected by religion, such as our unit on equality and empathy in Year 9 and Religion and ethics also in year 9. We look at how the issues we face today can affect the world we live in such as our Year 10 unit on Religion and the world. In all Years in PME both at Key stage 3 and 4 we look at relationships and sexual health education and drugs education always aiming to make students aware of the moral and immoral choices and the consequences of actions morally on individuals and society itself. . At GCSE level the course specifically requires pupils to consider the moral issues of the topics that are being addressed, such as the role of humans and the environment, if abortion and euthanasia are morally acceptable and if Capital Punishment is helpful to society or not.

Social

Within PME our students are given the opportunity to develop their social skills through debate, speaking and listening, group work and using a variety of modern media. We also reflect on issues of community cohesion through inter-faith dialogue and the affect religion has on individuals and society. Our lessons are designed to enable our students to work constructively together to build on social cohesion both within the classroom and beyond. Discreet units such as Bullying where we aim to establish relationships based on social acceptance and respect and healthy and positive relationships and Kindness and charity where we aim to produce a deeper knowledge and understanding of the needs of individuals, groups and society itself are ways we aim to create a social identity for our students which we hope will give them a social conscience to enable a better society to develop. Our Equality and Empathy unit in Year 9 and Alternative Religions in Year 10 are again a means of enabling students to understand more about people in society and society itself. The PME department works closely with the House system at school to support charities in general and develop a social conscience for our students individually and as a school. Harvest appeal is always successful as is pour selection box appeal and Easter egg appeal. Our diversity club is popular and helps develop our students' understanding of the needs of students generally and individually. Both within the PME course at Key stage and 4 and at option choices such as RS, Sociology, Citizenship and BTEC Health and Social Care approaches are used to promote deeper thinking skills through sharing their own views and challenging the views of others. Positive moral choices and the greater good for society that can be engendered as a result are always at the heart of lessons and the curriculum as a whole.

Cultural

Religion, Morality and Social skills are underpinned by the culture we live in. Within PME we look at issues of how religion is shown in our culture by the media, and how religious beliefs affects the culture we live in. We also review world faiths and show the importance of the influence of culture and religion often go hand in hand throughout the world Students are encouraged to develop a better understanding of people from different cultural backgrounds in order to improve community cohesion throughout our students' lives.