



SUNNYDOWN SCHOOL

CITIZENSHIP/RE CURRICULUM PLAN

Subject	Citizenship/RE	Year group	Y7
Subject Intent	<p>In Citizenship in Year 7, Sunnydown students are provided with opportunities to gain the knowledge, skills and understanding to enable them to be responsible and active members of society. Our students will be taught to understand what citizens and communities are; the processes of elections and voting; and the roles of local government and councils. They will also learn about the British Government, culture and society. Students will learn about British values of democracy, tolerance, individual liberty, and the rule of law with respect to individuals' beliefs, cultures, and values, enabling our students to engage actively and productively in the religious, cultural, civic, and political life of the United Kingdom as thoughtful and reflective citizens.</p> <p>In RE in Year 7, Sunnydown students are taught about the beliefs and practices of Hinduism, Judaism, and Buddhism. Religious Education will engage, inspire, challenge and motivate pupils, giving them knowledge and skills to answer difficult questions and explore different religious beliefs, values and traditions and deepen their understanding of multi-faith Britain. By the end of KS3 they would have developed a more rigorous understanding of some of the major world religions. In KS3 our intent is to increase awareness of the main world religions and for students to increase their understanding of beliefs and practices of others. Our aim is for students to consider their own place in the world. Religious education ensures the knowledge and skills students gain, will later, equip them with awareness of diverse beliefs in the world. Students will be able to develop their own understanding/ideas of their place and purpose of who they are to become in the world.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	An introduction to Citizenship.	<ul style="list-style-type: none"> - What is Citizenship? - What does it mean to be an active citizen? - Why do we need rules? - What is a community? - What is a democratic community? 	Community Individual Citizens Governance Democracy Voting Needs Wants Rules	<p>Building on.....</p> <p>In KS2, students learn about the wider world and the interdependence of communities within it. They develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.</p> <p>Building towards...</p> <p>Sunnydown students are provided with knowledge, skills and understanding to prepare them to play a full and active part in society. They are given an</p>

		<ul style="list-style-type: none"> - How are communities changing? - How are we all connected in the UK and globally? 	Laws Actions Consequences UK Nations Global citizens	awareness and understanding of democracy, government and how laws are made and upheld, exploring political and social issues critically, and encouraged to make reasoned arguments.
Autumn 2	Hinduism: Beliefs, Teachings and Practices	Origins of Hinduism What do Hindus believe in? Karma and reincarnation What is Ramanaya? Worship Festivals How do Hindus live their lives?	Brahman Aum Karma Reincarnation Trimurti Ramayana What are scriptures? Holy books The veda and its content. Mandir Temple Shrine Offering Arti Tray Diwali - Rama and Sita Marriages- Ceremony Arranged marriages	Building on..... In KS2, students are provided with a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms. Students are given opportunities to consider similarities and differences between Hindu and Christian understandings of God. Students investigate the religious practices of Hindus and how these influence home and family life, linking with important Hindu beliefs. Building towards... Sunnydown students will now deepen their understanding of Hinduism, learning about their holy books and different festivals. Through the study of Hinduism, students will explore the importance of caring for others, the caste system and understanding how Hindus live their lives.
Spring 1	Crime, Rights &	<ul style="list-style-type: none"> - What is a crime? 	Crime	Building on.....

	Responsibilities	<ul style="list-style-type: none"> - Why are crimes committed? - What is the role of the police? - What is youth crime and how is it dealt with? - What are rights and their corresponding responsibilities? 	<p>Civil /criminal law Stereotypes Police Justice Youth Campaign Prevention Rights Responsibilities Active citizenship</p>	<p>In KS2, students develop a sense of social justice and moral responsibility. Students are taught why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>Building towards...</p> <p>In KS4, students are taught about the legal system in the UK, different sources of law and how the law helps society deal with complex problems. Students are also educated on human rights and international law.</p>
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<p>Spring 2</p>	<p>Judaism: Beliefs, Teachings and Practices</p>	<p>Origins of Judaism</p> <p>The story of Abraham Moses & the ten Commandments</p> <p>Where and how do Jews worship?</p> <p>What is the Torah?</p> <p>Jewish beliefs:</p> <p>The Four Stages of Life</p> <p>Ceremonies and festivals</p>	<p>Monotheism Star of David Abraham Commandment Torah</p> <p>Synagogue</p> <p>Yom Kippur</p> <p>Bar Mitzvah Orthodox</p> <p>Hanukkah Passover</p>	<p>Building on.....</p> <p>In KS2, students explore the features of a synagogue and investigate Jewish beliefs. Students have investigated some of the major Jewish festivals and reflected on how celebrating these events helps Jews to ‘remember’ and binds the Jewish community together. There are opportunities to learn about the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage as rites of passage, and consider how they express Jewish beliefs.</p> <p>Building towards...</p> <p>Sunnydown students will learn that Judaism is the world’s oldest monotheistic religion, and to many is considered the root of Christianity and Islam. They will grow to understand its rich cultural heritage and how Judaism believes that God established a covenant with the Jewish people, and how he is considered to be very present. RE will help Sunnydown students ask philosophical questions about the nature of the God from the old testament; the concept of a promised Messiah; the synagogue, and their spiritual leaders called rabbis. They will also learn about the six-pointed Star of David and build upon how it was used in the second world war.</p>
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<p>Summer 1</p>	<p>Local Democracy</p>	<ul style="list-style-type: none"> - What is the difference between local and national government? - What are local councils? - How do local elections work? - How can young people be involved in decision making? 	<p>Local National Government Councils Councillors Elections Voting Suffrage Decisions Active campaigning</p>	<p>Building on..... In KS2, students are taught what democracy is, and about the basic institutions that support it locally and nationally and participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).</p> <p>Building towards... In KS4, students are taught about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press. Students are also taught about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond; the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p>
<p>Summer 2</p>	<p>Buddhism: Beliefs, Teachings and Practices</p>	<p>Origins of Buddhism Siddhartha Gautama's Story</p> <p>Where and how do Buddhists worship? What is the Tipitaka?</p> <p>How do Buddhists live their lives? The four noble truths The Eightfold Path Meditation Festivals</p>	<p>Buddhism Buddha Enlightenment Four Noble Truths Eightfold Path Samsara Nirvana Tripitaka Meditation Mindfulness Wesak Day Dharma Day</p>	<p>Building on..... In KS2, students are introduced to the principal beliefs and practices of Buddhism, preparing them for the study of a non-theistic religion in KS3.</p> <p>Building towards... Students will explore Buddhist beliefs, teachings and practices and develop knowledge and critical evaluation skills. We believe that it is essential that our students have an understanding of this Asian faith and how it impacts Western culture.</p> <p>Buddhism will help students with philosophy, of how to lead a good life. It will teach the students 'to be aware of what they think, say and do to act with kindness'. This will help Students develop skills in their own personal development and wider community.</p> <p>Students will learn how Meditation is central to Buddhist beliefs, and might also be a useful life skill, helping students to be mindful and manage their emotions.</p>