**Sandhill View**

**Aspire Curriculum Policy**

**Achieve Aspire Enjoy**

**Academy Aim**

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. Ultimately, we want students to ‘***Know More, Do More and Go Further’***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their best.

**Intent**

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Aspire curriculum is planned to allow students to think critically about the world they live in by combining SMSC, RSE and RE. By studying a range of concepts linked to the twin disciplines of SMSC and Religious education, students will have a greater understanding of a range of events and issues in order to become better functioning members of the local and global communities, as well as more understanding and empathetic towards those people who do not necessarily share their culture, beliefs or geographical factors. The Aspire curriculum is planned to enable all students to cumulatively develop knowledge and skills in the following concepts:

* Physical, Mental and Emotional Health; Intimate and sexual relationships; Sexual health; Drugs, alcohol and tobacco
* Identity and diversity; Bullying, abuse and discrimination; Radicalisation and Extremism; Immigration; Multiculturalism
* Respectful relationships, including friendships; Families; Consent
* Rights and responsibilities; Democracy, Law and Justice; British Values; Morals and Ethics
* Online and Media; Internet safety and harms; Media literacy and digital resilience; Managing risk and personal safety
* Money matters; Financial choices; Choices and pathways; Work and career;
* The nature of religion and belief
* Ultimate questions
* Religious concepts
* Importance of religion in people's lives
* Impact of religion on the world

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable ‘Skills Builder’ skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

**Sequence and structure**

Our curriculum is covered in into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11).

**Literacy**

We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively. In Aspire we provide regular opportunities for students to read and debate within the classroom environment, from a range of genres and following the whole-school focus to improve reading skills and oracy. We aspire for our students to use ambitious vocabulary and are using Frayer models and ‘PUSH words’ to broaden the tier 2 and tier 3 vocabulary students use in written and verbal responses. Coherent and fluent writing skills are also imperative for student achievement; to this end, we support student writing skills by offering opportunities for extended writing, with modelling and sentence stems to support. All curriculum areas use literacy end point documents which detail yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

**KNOW MORE: Our Key Stage 3 Aspire Curriculum includes the following areas of study:**

Three-year KS3 and two-year KS4 courses, with 1 hour per week allotted for each.

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| KS3 | All About Me |
| 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | **SMSC: How do I Stay Healthy?**Our pupils need to be educated about physical, mental, and emotional health for several reasons:* Rapid growth and development
* Foundation for Future Well-being
* Coping with Challenges
* Building Healthy Relationships
* Promoting Resilience

By providing our pupils with an understanding of physical, mental, and emotional health, we can empower them to make informed choices, lead healthy lives, and thrive in the future.  To include:Diet, Hydration, Exercise, Sleep, Puberty, Personal Hygiene Cross curricular knowledge: **Science** *– Diet, Hydration***PE** *– Exercise, Sleep and Recovery* | **RE: Does everyone think God exists?**Students should be able to extend and deepen their knowledge and understanding of a range of religions/beliefs and non-beliefs. The principal aim of this unit is to get pupils to explore what people believe and what difference this makes to how they live so pupils can gain the knowledge, understanding and skills needed to handle questions raise by religion and belief. Reflecting on their own ideas and ways of living.To include: What it means to be an atheist, theist and agnostic.The difference between polytheism and monotheism and humanism. Cross curricular knowledge: **History –** *challenges to the Church* | **SMSC: How Can I Express My Identity?**Our pupils need to be educated about the importance of identity and self-expression for several reasons:* Personal Growth and Development
* Building Resilience
* Healthy Relationships
* Positive Mental Health
* Empowerment

By providing our pupils with education on identity and self-expression, we can help them develop a strong sense of self, build resilience, and foster positive mental health. To include:Mental Health, Self-esteem, Positivity, Resilience, Gender Identity, Body Image Cross curricular knowledge: **Science** *– Mental health, the brain***IT & Media** *– Personal branding.* | **RE: What does it mean to be a Christian?** An enquiry into Christian beliefs and History of their beliefs. It should explore how the Christian faith impacts people’s lives around the world. It will focus on their central beliefs and where they have developed from. They should be able to gain the knowledge and understanding needed to handle questions raised by religion and belief. To include:The core beliefs Christians follow, including the TrinityThe places of worship and their meaning to Christians.The influence of Jesus and the Bible on Christians practice.Christian responsibilities. (This will be re-approached at Y10-11)Cross Curricular Knowledge:**History –** *Protestantism and Catholicism (Tudors)* | **SMSC: How do Relationships Define Me?**Our pupils need to be educated about how relationships define them for several reasons:* Social and Emotional Development
* Healthy Relationships
* Communication Skills
* Conflict Resolution
* Empathy and Understanding

By providing our pupils with education on relationships, we can help them develop strong social and emotional skills, build healthy relationships, and become more empathetic and understanding individuals. To include:Family, Friendship, Virtual or Real Friends, Maintaining Relationships, Coping with Loss, Bullying Cross curricular knowledge: **RE –** *Family Relationships, Attitudes to Death***IT –** *Virtual vs Real Friends* | **RE: Is it challenging being Jewish in Britain?**This unit aims to introduce Year 7 students to the fascinating world of Judaism, one of the world's oldest religions. It will look at the beliefs and practices of Judaism and ideas about how difficult it can be to be Jewish and living in Britain with reasons and justifications for their responses. To include:The key beliefs of Judaism and how they worship both in Britain and around the world.The importance of the Torah and the Tenakh.Different ways Jewish people practice (orthodox, progressive)How Jewish people live out their religion and their sense of identity within their communities. Jewish responses to the Holocaust.Cross Curricular Knowledge: **History –** *The Holocaust**English, Art* |
| KS3 | All About My Community  |
| 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer.2 |
|  | **SMSC: What Does it Mean to be British?**Our pupils need to be educated about what it means to be British for several reasons:* Sense of Belonging
* Shared Identity
* Respect for Diversity
* Active Citizenship
* Global Perspective

By providing our pupils with education about what it means to be British, we can help them develop a strong sense of identity, foster respect for diversity, and become active and engaged citizens. To include: National Identity, Constitutional Monarchy, Democracy, Welfare State, Immigration, Multiculturalism Cross curricular knowledge: **History** *– How Britain was formed, the Welfare State* | **RE: What is life like for Muslims living in Sunderland?**It is important to study this unit so pupils can gain an understanding of the beliefs and practices of Islam. This will develop pupils’ spiritual, moral, social and cultural education, allowing pupils to consider the meanings behind Islamic practices and reduce stereotypes. It will teach pupils the fundamental skills required to consider different viewpoints and religions. It provides pupils with an insight to what it is like for Muslims in their area and how Islam is practiced in Sunderland. To include:The key beliefs of Islam e.g. The Fiver Pillars.The importance of the Qur’an to Muslims. Islamic celebrations and their origin.Different interpretations of Islam (Sunni, Shi’a)The challenges Muslims face todayCross Curricular Knowledge:**History –** *Islam impact on medicine.* | **SMSC: What are British Values?**Our pupils need to be educated about British Values of democracy, rule of law, mutual tolerance and respect, and individual liberty for several reasons:* Shared Identity
* Active Citizenship
* Respect for Diversity
* Moral Compass
* Global Perspective

By providing our pupils with education about British Values, we can help them develop a strong sense of identity, become active citizens, and foster a culture of respect and tolerance. To include: Democracy, Rule of Law, Individual Liberty, Mutual Tolerance and Respect, Ethics and Morals, Human Rights Cross curricular knowledge: **History –** *Morals and Ethics, Democracy, Liberty* | **RE: Is death the end?**An enquiry into the reasons people give belief into life after death. They should reflect on the persistence of this belief and why it is so enduring. To should get students to consider which is more important this life or the possible one to come, and to what extent does one affect the other. It will examine and compare a range of beliefs and teachings about death.To include: Christian ideas, e.g. resurrection, the difference in Christian interpretations of the Bible about death.Purgatory, heave & hellMuslim ideas about paradise e.g. Akhirah and the day of judgement. The Qur’an and its statements and interpretations about death.Buddhist teachings on SamsaraHumanist ideas e.g. this life is all there is.Cross Curricular Knowledge:**History –** *the importance of religion and how it impacts people’s lives e.g. The Black Death belief in causes.* | **SMSC: What Are My Rights and Responsibilities?**Our pupils need to be educated about their rights and responsibilities for several reasons:* Active Citizenship
* Protection of Rights
* Fulfilment of Responsibilities
* Moral Compass
* Global Perspective

By providing our pupils with education about their rights and responsibilities, we can help them become active citizens, protect their rights, fulfil their responsibilities, and develop a strong moral compass. To include:Alcohol and Smoking, Vaping, Medicine and Recreational Drugs, OTC Medication, Drug Addiction, Video Game Addiction  Cross curricular knowledge:  **Science –** *Impact or drugs, alcohol, smoking and other addictive substances and practices on the human brain* | **RE: Why is there suffering?**An enquiry into the questions raised by the experience of suffering, in relation to God, the world, human life and life after death. Exploring different types of suffering. Consider types of suffering around the world e.g. emotional, existential and physical.To include: Responses to Sikhism and suffering.Old Testament accounts of why people suffer e.g. Job.The philosophical approach e.g. why would God allow suffering?Humanist approaches to sufferingCross Curricular Knowledge – *Will link to Buddhist Unit and Holocaust* |
| KS3 | All About the Global Community |
| 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer .2 |
|  | **SMSC: What is Britain's Place in the World?**Our pupils need to be educated about Britain's place in the world for several reasons:* Global Citizenship
* Historical Context
* Cultural Exchange
* Economic and Political Relationships
* Global Perspective

By providing our pupils with education about Britain's place in the world, we can help them become informed global citizens, develop a cultural understanding, and make informed decisions about their future. To include:Women’s Rights, Toxic Masculinity, Discrimination and Racism, Radicalisation and Extremism, Climate Change and Pollution, Recycling Cross curricular knowledge:  **History –** *Women’s Rights, the Suffragette movement***Geography and Land-based Studies –** *Pollution, Climate Change and Recycling***RE/English** *– Women’s Rights* | **RE: Buddhism: what is the meaning of enlightenment?**It is important to study this unit so pupils can gain an understanding of how Buddhist beliefs make a difference to how they live. This will develop pupils’ spiritual, moral, social and cultural education, allowing pupils to consider the meanings behind Buddhist practices and the influence these have in today’s world. Pupils will build on knowledge of differences across religions through developing their knowledge of Buddhist practicing in today’s society and developing a deeper understanding of the connection between Buddha and the influence his teachings have on making moral decisions.To include: Who was Buddha and Buddhist key beliefs.Buddhism around the world and different branches of Buddhism e.g. Mahayana and Theravada Buddhists.The influence of the 4 sights on Buddhist practices.The teachings of Buddha and how Buddhism is celebrated around the world. | **SMSC: What Does it Mean to be a Global Citizen?**Our pupils need to be educated about what it means to be a global citizen for several reasons:* Interconnected World
* Cultural Awareness
* Social Responsibility
* Problem-Solving
* Future Leaders

By providing our pupils with education about global citizenship, we can help them develop a global perspective, become more empathetic and tolerant individuals, and contribute positively to the world. To include:Child Labour, Modern Slavery, FGM, Consent, Delaying Sexual Activity, Contraception Cross curricular knowledge:  **RE** *– Human Rights, Discrimination, Racism, Extremism and Radicalisation***History: Human Rights** | **RE: What difference does it make to be non-religious?**This unit will explore the reasons and examples people give to explain how and why they are non-religious but have beliefs and actions in different ways. They should understand the term humanist and how their beliefs and principles guide some non-religious people in making moral decisions.To include: Understanding the consensus and national statistics and see why people record themselves as non-religious.Understanding the Unbelief Report – understanding explanations of non-religious people.Understand the identity of people who are spiritual but non-religiousExplore Humanist beliefs.Agnostic and atheists who seek to persuade people to look at the falsehood of beliefs.Cross Curricular Knowledge:**Geography** *(statistics, populations and area)* | **SMSC: How Do We Stay Safe in a Connected World?**Our pupils need to be educated about how to stay safe in a connected world for several reasons:* Digital Literacy
* Cyberbullying
* Personal Information Security
* Online Scams
* Critical Thinking

By providing our pupils with education on digital safety, we can help them navigate the online world safely and responsibly, protecting themselves from potential harm. To include:Digital Literacy, Digital Footprints, Online Sharing, Online Data Protection, Reporting Online Threat, Risks of Pornography and Sexting Cross curricular knowledge:  **IT** *– Digital Literacy and Online Safety* **Outside agencies** *– Self-examination (testes, breasts)* | **RE: Right, wrong, good and bad. What are my responsibilities?**This scheme explores the concept of responsibility through the lens of religion, ethics, and personal development. Students will grapple with the following key questions: What are the different types of responsibilities we have in life? How do religious views influence our sense of responsibility? How do morals and ethics inform our responsibilities?To include: Key terms such as, ethics, morality.Where people get moral values from e.g. society, family, conscience.Christianity – Teachings of Jesus Inc. biblical scriptureSikhism – service to others regardless s of colour, class or creed.Islam – teachings of the Qur’anNon-religious – comparing between religious rules and non-religious, similarities/differences. |

**KNOW MORE: Our Key Stage 4 Curriculum**

The KS4 Curriculum is taught over 2 years, with one lesson per week

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| 10 | **SMSC: Who do I Want to Be?** Our pupils need to be educated about post-16 education and employment pathways for several reasons: * Informed Decision-Making
* Career Exploration
* Transition Planning
* Skill Development
* Motivation and Engagement

 Early exposure to post-16 education and workplace pathways is crucial for helping our students make informed decisions about their future and achieve their full potential. To include: Apprenticeships, 6th Form, College or T-Levels, University, Employment or Self-Employment, Career Stereotypes, Workplace Equality Cross Curricular Knowledge: **English & Media** *- Stereotypes*  | **RE: Peace & Conflict – “Is war the right answer?”**Pupils will be able to investigate the issues surrounding war based on the study of Christianity and Islam. Pupils will understand the effects of the UN, why wars occur and Christian and Muslim responses to these problems. Pupils will understand why Christians and Muslims may react in certain ways towards bullying and the concepts of forgiveness and reconciliation. Pupils will also be able to give their opinion on these areas, using justified reasons. Pupils will be able to use keywords connected to the topic appropriately, have in-depth subject knowledge on Christian and Muslim beliefs and evaluate these beliefs.To include:What does religion teach people about peace and justice?Forgiveness, reconciliation and different forms of protest (violent & peaceful protests)Why people go to war and the difference between war and terrorism.Cross Curricular Knowledge:**History –** *Conflict and tension Unit, possible look at protests Unit. Nazi use of terrorism in Hitler’s Germany* | **SMSC: How Do I Reduce Risk?**Our pupils need to be educated about potential risks – and how to mitigate against them – in order to ensure their safety and well-being and for several other reasons: * Informed Decision-Making
* Prevention
* Awareness of Legal Consequences.
* Critical Thinking
* Support and Guidance

 Ultimately, learning about these risks is essential for equipping our students with the knowledge and skills they need to stay safe and make healthy choices. To include: Road Safety, Gambling and Addiction, Cosmetic and Aesthetic Procedures, Gang Crime, Money Mules, Unplanned Pregnancy Cross Curricular Knowledge: **Science –** *Impact or drugs and addiction on the human brain, Impact of Surgery on the body***IT** *– Identity Theft and Fraud***Outside agencies** *– Fertility and Menopause; Pregnancy and Miscarriage* | **RE: Peace & Conflict Part 2**The second part of this theme will continue to focus on peace and conflict. It will begin to focus on the “Just War” theory and religious attitudes to nuclear war. It will also focus on religious attitudes to peace, including how individuals have fought for peace and how religions support victims of war.To include: Religious war, holy war and just war – looking at and deciding what is morally right.The consequences of war on victims and how religions help victims of war.Weapons of mass destructions and their impact. Religious attitudes.The role of religion and beliefs in war including, peacekeeping in 21st Century conflicts.Cross Curricular Knowledge: **History –** *The Atomic Bomb in how did WW2 end – the impact on people* | **SMSC: How Do I Manage My Money?** Our pupils need to be educated about finance in order to develop essential life skills and prepare for their future, and for the following reasons: * Financial Literacy
* Practical Skills
* Independent Living
* Avoidance of Debt
* Empowerment

 Overall, learning about these financial topics is essential for equipping our pupils with the knowledge and skills they need to make informed decisions about their money and achieve their financial goals. To include: Earning Money, Saving, Payment and Interest, Income Support and Pensions, Wants and Needs, Planning for the Future Cross Curricular Knowledge: | **RE: Religion & life “Science Vs Religion?”**In this theme you will be thinking about science and religion; how they compare and how they clash, especially on ideas about the origins of the universe and life. This leads logically to the other parts of the Theme as, secondly, you think about the value of the world, including environmental issues and animal rights. Then finally, you consider the value of human life, including the issues of euthanasia and abortion.To include: Different views of science and religious views on a varied number of topics including,The value of Human life, the importance of the world.Animal rights and climate change.Cross Curricular Knowledge: **Science -** *looking at evolution and elements of the universe.* |
| 11 | **SMSC: What Next?**Our pupils need to be educated about the modern workplace for several reasons:* Future-Proofing against an evolving job market
* Informed (LMI) Career Choices
* Workplace Safety
* Professional Ethics
* Well-being

By learning about these topics, our pupils can develop the skills and knowledge they need to thrive in the modern workforce and lead fulfilling careers.To include:Next Steps, 21st Century Jobs, LMI, Health & Safety in the Workplace, Confidentiality in the Workplace, Healthy Work/Life BalanceCross Curricular Knowledge: **RE** *– Ethics***DT** *– Workplace Safety* | **RE: Religion & life “Science Vs Religion?”**In this theme you will be thinking about science and religion; how they compare and how they clash, especially on ideas about the origins of the universe and life. This leads logically to the other parts of the Theme as, secondly, you think about the value of the world, including environmental issues and animal rights. Then finally, you consider the value of human life, including the issues of euthanasia and abortion.To include: Different views of science and religious views on a varied number of topics including,The value of Human life, the importance of the world.Animal rights and climate change.Cross Curricular Knowledge: **Science -** *looking at evolution and elements of the universe* | **SMSC: How Do I Prepare for Exams?** Our students need to know about effective exam preparation strategies to enhance their chances of following their desired path post-16, and for the following reasons:* Improved health
* Reduced Stress
* Time Management
* Study Skills
* Exam Techniques
* Improved Performance

To include:Positive Mental Health, Healthy Brain (Diet, Hydration, Exercise, Sleep), Growth MindsetCross Curricular Knowledge: **Science** *– Diet, Hydration***PE** *– Exercise, Sleep and Recovery* | **RE: Religion & life “Science Vs Religion?” Part 2**This will be the second half of the unit on the theme of science vs religion. It will focus on ethics and moral views of abortion, euthanasia. Caring for the dying and religious attitudes to life including beliefs about the after lifeTo include:Reasons for and against abortion and thinking about those who are involved. Religious attitudes to abortionEuthanasia and people’s right to die. Including religious perspectives.Christians responses to hospices.Religious attitudes to death and the afterlife.Cross Curricular Knowledge: **History –** *difference in beliefs about afterlife (Catholic Vs Protestant)* | **E: Relationships and families**This theme will focus on personal relationship including, heterosexual and same sex relationship. It will focus on commitment, responsibility, contract and chastity. It will look at religious attitudes to the above including Muslim attitudes and Christian attitudes.To include: Sex marriage and divorce.Opinions on whether sexuality is fixed or fluid. Sexual relationships before and outside of marriage and religious attitudes to these. Contraception and family planning.The purpose of marriage both non-religious and religious attitudes. | **RE: Relationships and families**This theme will focus on personal relationship including, heterosexual and same sex relationship. It will focus on commitment, responsibility, contract and chastity. It will look at religious attitudes to the above including Muslim attitudes and Christian attitudes.To include: Sex marriage and divorce.Opinions on whether sexuality is fixed or fluid. Sexual relationships before and outside of marriage and religious attitudes to these. Contraception and family planning.The purpose of marriage both non-religious and religious attitudes. |

**DO MORE: Milestone assessment end points for Aspire (SMSC & RE)**

| **Year Group** | **Basic: SMSC****(Lower Ability End Points)** | **Clear: SMSC****(Middle Ability End Points)** | **Detailed: SMSC****(Higher Ability End Points)** |
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| **7** | * Pupils understand how to stay physically and mentally healthy.
* Pupils understand their identity and a sense of self. They know the importance of resilience and understand mechanisms for ensuring a positive attitude.
* Pupils understand how to develop and maintain healthy relationships, how to communicate effectively, and how to deal with setbacks.
 | * Pupils can demonstrate a developed understanding of how to stay physically and mentally healthy.
* Pupils can demonstrate a developed understanding of their identity and a sense of self. They have developed knowledge of the importance of resilience and understand mechanisms for ensuring a positive attitude.
* Pupils can demonstrate a developed understanding of how to develop and maintain healthy relationships, how to communicate effectively, and how to deal with setbacks.
 | * Pupils can demonstrate a developed understanding of how to stay physically and mentally healthy, and evaluate their own ideas.
* Pupils can demonstrate a developed understanding of their identity and a sense of self, and can evaluate their own strengths and weaknesses. They have developed knowledge of the importance of resilience and understand mechanisms for ensuring a positive attitude, and they can respond appropriately to constructive criticism.
* Pupils can demonstrate a developed understanding of how to develop and maintain healthy relationships, how to communicate effectively, and how to deal with setbacks. They are able to evaluate their own relationships and see consider how different types of relationship might affect them in the future.
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| **8** | * Pupils understand historical and contemporary factors that have influenced what it means to be British today. They have considered how national identity affects them.
* Pupils understand British Values and know their role in modern society.
* Pupils understand their rights and responsibilities in modern society.
 | * Pupils can demonstrate a developed understanding of historical and contemporary factors that have influenced what it means to be British today. They have considered how national identity affects them.
* Pupils can demonstrate a developed understanding of British Values and know their role in modern society.
* Pupils can demonstrate a developed understanding of their rights and responsibilities in modern society.
 | * Pupils can demonstrate a developed understanding of historical and contemporary factors that have influenced what it means to be British today. They have considered how national identity affects them and can evaluate their role in modern Britain.
* Pupils can demonstrate a developed understanding of British Values and know their role in modern society. They can evaluate the importance of British Values and consider how these might differ from values elsewhere.
* Pupils can demonstrate a developed understanding of their rights and responsibilities in modern society. They can explain why they have both rights and responsibilities.
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| **9** | * Pupils understand the major issues that affect Britain – and the rest of the world – in the modern era and how they might be impacted by them.
* Pupils understand what a global citizen looks like and how they should behave as they move into their adult life in an increasingly global community.
* Pupils understand how they can remain safe in an increasingly connected, digital world.
 | * Pupils can demonstrate a developed understanding of the major issues that affect Britain – and the rest of the world – in the modern era and how they might be impacted by them.
* Pupils can demonstrate a developed understanding of what a global citizen looks like and how they should behave as they move into their adult life in an increasingly global community.
* Pupils can demonstrate a developed understanding of how they can remain safe in an increasingly connected, digital world.
 | * Pupils can demonstrate a developed understanding of the major issues that affect Britain – and the rest of the world – in the modern era and how they might be impacted by them. They can evaluate their position in this global community and consider how to behave appropriately.
* Pupils can demonstrate a developed understanding of what a global citizen looks like and how they should behave as they move into their adult life in an increasingly global community. They can demonstrate insight into how their attitude may affect them in this community in the future.
* Pupils can demonstrate a developed understanding of how they can remain safe in an increasingly connected, digital world. They can explain how their online practices may affect them now and in the future.
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| **10** | * Pupils understand the post-16 education and career opportunities available to them, and describe features of the UK workplace environment and what is expected of employees in disparate roles.
* Pupils understand the risks that night be presented to them now and in the future, and they can explain how these risks might be mitigated or even avoided.
* Pupils understand how to manage their finance now and in the future, and can explain terms like earning, interest, income support and pensions.
 | * Pupils can demonstrate a developed understanding of post-16 education and career opportunities available to them, and describe in detail features of the UK workplace environment and what is expected of employees in disparate roles.
* Pupils can demonstrate a developed understanding of the risks that night be presented to them now and in the future, and they can explain in detail how these risks might be mitigated or even avoided.
* Pupils can demonstrate a developed understanding of how to manage their finance now and in the future, and can explain in detail terms like earning, interest, income support and pensions.
 | * Pupils can demonstrate a developed understanding of post-16 education and career opportunities available to them, and describe features of the UK workplace environment and what is expected of employees in disparate roles. They can evaluate their options and make informed decisions about their future.
* Pupils can demonstrate a developed understanding of the risks that night be presented to them now and in the future, and they can explain in detail how these risks might be mitigated or even avoided. They can evaluate which risks they might be most likely to face, and explain why and how they might act accordingly.
* Pupils can demonstrate a developed understanding of how to manage their finance now and in the future, and can explain in detail terms like earning, interest, income support and pensions. They are able to evaluate how effective they already are at managing their finances, and explain what they might do differently.
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| **11** | * Pupils understand how they are expected to make the transition into the workplace, and can describe what the modern UK workplace is like.
* Pupils understand the importance of physical, mental and emotional health are in the context of preparing for their exams.
 | * Pupils can demonstrate a developed understanding of how they are expected to make the transition into the workplace, and can describe in detail what the modern UK workplace is like.
* Pupils can demonstrate a developed understanding of the importance of physical, mental and emotional health are in the context of preparing for their exams.
 | * Pupils can demonstrate a developed understanding of how they are expected to make the transition into the workplace, and can describe in detail what the modern UK workplace is like. They can evaluate their options and make informed decisions about their future.
* Pupils can demonstrate a developed understanding of the importance of physical, mental and emotional health are in the context of preparing for their exams. They can evaluate which areas most need to be addressed in their own preparation and can make informed decisions about how to improve their chances of success.
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| **Year Group** | **Basic: RE****(Lower Ability End Points)** | **Clear: RE****(Middle Ability End Points)** | **Detailed: RE****(Higher Ability End Points)** |
| **7** | * Pupils can understand the meaning of God and a belief.
* Understand and explain the meaning of Atheism, Agnosticism and Theism.
* Understand and explain the difference between Monotheism and Polytheism, with at least one example (e.g. Hinduism, Humanism)
 | * Pupils can understand the meaning of God, a belief and why some people do/ do not believe in a God.
* Understand and explain the meaning of Atheism, Agnosticism and Theism with some reference to how this affects people’s lives.
* Understand and explain the difference between Monotheism and Polytheism, with examples of difference religions/ non-religions and how they compare.
 | * Pupils can understand and explain the meaning of God and belief and explain why some people choose/ choose not to believe, whilst providing examples.
* Understand and explain the meaning of Atheism, Agnosticism and Theism with reference and comparison to how this affects the way people live their lives.
* Understand and explain the difference between Monotheism and Polytheism, with examples of difference religions/ non-religions and how they compare. Whilst responding to how this provides challenges to people’s lives.
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| **8** | * Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah.
* Define what the Five Pillars of Islam are
* Explain what the Holy Book of Islam is (Qur’an)
* Provide basic examples of religious different ways Muslims celebrate their religion and the challenges they face.
 | * Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah and why they are important to Muslims.
* Define the Five Pillars of Islam and explain their importance to Islamic practice.
* Explain what the Holy Book of Islam is with reference to its origin and long-term significance to Muslims.
* Provide basic examples with some explanation of Islamic festivals and the challenges they face in practicing their religion in Britain.
 | * Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah and why they are important to Muslims with some comparison to other religions.
* Define the Five Pillars of Islam, explain their significance and the challenges Muslims face in trying to abide by them.
* Explain what the Holy Book of Islam is with reference to its origin and long-term significance to Muslims. Using comparison to other religious texts, e.g. Bible.
* Provide in-depth examples with some explanation of Islamic festivals and the challenges they face in practicing their religion in Britain with reference to how they combat this.
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| **9** | * Explain the meaning of enlightenment with some reference to the Dharma.
* Describe the two branches of Buddhism with some comparison between them.
* Explain the Buddhist Four Noble Truths (Four Sights).
* Explore the Eightfold Path with reference to the sections (suffering)
* Read and explore the Pali Canon (Buddhist scriptures)
 | * Explain the meaning of enlightenment and why the path to enlightenment (Dharma)
* Describe the two branches of Buddhism with multiple accounts of their differences and why.
* Explain the Buddhist Four Noble Truths (Four Sights) and their influence on Buddhist teachings.
* Explore the Eightfold Path with reference to the sections and their influence on Buddhists (suffering).
* Read and explore the Pali Canon (Buddhists scriptures) explain their importance to Buddhists.
 | * Explain the meaning of enlightenment, the path to it and why it is important to Buddhist to achieve it. (Dharma).
* Describe the two branches of Buddhism with in depth comparisons. With link to long-term importance.
* Explain the Buddhist Four Noble Truths (Four Sights) and their influence on Buddhist teachings and significance to Buddhists today.
* Explore the Eightfold Path with reference to the sections and their influence on Buddhists and how they live their lives in the modern world (suffering).
* Read and explore the Pali Canon (Buddhists scriptures) and explain their importance to Buddhists and how they have influenced Buddhists today (long-term).
 |
| **10** | * Basic understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation.
* Basic Knowledge of Religious Teachings on Peace and Conflict based on Christianity and Islam.
* Being able to understand some real-world concepts and situations.
* Being able to start to form opinions on whether situations are/are not justified with some examples.
 | * Developed understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation with reference to examples through Christianity and Islam.
* Developed Knowledge of Religious Teachings on Peace and Conflict based on Christianity and Islam with reference to some religious texts and quotes.
* Being able to understand some real-world concepts and situations with examples of some specific case studies
* Being able to start to form opinions on whether situations are/are not justified with some examples and coherent conclusions.
 | * Developed understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation with reference to examples through Christianity and Islam. In addition, the impact of events.
* Developed Knowledge of Religious Teachings on Peace and Conflict based on Christianity and Islam with reference to some religious texts and quotes with sustained comparison between meanings of texts.
* Being able to understand some real-world concepts and situations with examples of some specific case studies, with comparison and long-term impact of events.
* Being able to start to form coherent arguments and opinions on whether situations are/are not justified with some examples and impact of events whilst weighing pros and cons of situations.
 |
| **11** | * Basic understanding of key terms such as, science, religion, euthanasia and abortion.
* Basic Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam.
* Being able to understand some real-world concepts and situations, such as climate change, pollution and responsibilities of ‘Stewards’.
* Being able to start to compare different religious interpretations on how they are similar and different. With some own judgement (PE).
 | * Developed understanding of key terms such as, science, religion, euthanasia and abortion.
* Developed Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam with reference to some religious texts and quotes.
* Being able to understand some real-world concepts and situations with examples of some specific case studies, including climate change, pollution and stewards. Concerning religious texts stating their responsibilities.
* Being able to start to compare different religious interpretations on how they are similar and different. Whilst agreeing and disagreeing with interpretations with some development of own judgement (PEE).
 | * Developed understanding of key terms such as, science, religion, euthanasia and abortion with reference to examples through Christianity and Islam.
* Developed Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam with reference to some religious texts and quotes with sustained comparison between meanings of texts.
* Being able to understand some real-world concepts and situations with examples of some specific case studies, including climate change, pollution and stewards. With regards to religious texts stating their responsibilities and comparison and long-term impact of events.
* Being able to start to form coherent arguments and opinions on different religious interpretations on how they are similar and different. Whilst agreeing and disagreeing with interpretations with development of own judgement and reference to religious texts (multiple PEE).
 |

**GO FURTHER: Skills Builder**

We are also explicitly embedding transferable ‘Skills Builder’ skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in History we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and understanding through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

**How does our Curriculum cater for students with SEND?**

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

**Specific approaches which are used within the curriculum areas include:**

* Seating to allow inclusion
* Differentiation activities to stretch and support in all lessons
* Resources are accessible yet challenging
* Displays and visual learning tools are used where necessary
* Where appropriate support from additional adults is planned to scaffold students learning
* Group work and discussion
* Clear teacher/student communication
* Feedback that allows students to make progress, whether written or verbal
* Independent study/homework.
* Intervention when required

**How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of History, we;

* work to identify barriers, interests and what might help each
pupil make the next steps in learning using lead practitioner research and actions to support.
* provide targeted support for under-performing pupils during
lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
* use strategies best suited to addressing individual needs
* ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time using Teams
* provide students with revision materials to reduce financial burden on families

**How do we make sure that our curriculum is implemented effectively?**

* The SMSC and RE leads are responsible for designing the Aspire curriculum and monitoring implementation.
* Monitoring is validated by senior leaders.
* Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
* Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils’ capacity to access the full curriculum.
* Curriculum resources are selected carefully and reviewed regularly.
* Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning.
* Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data.

**How do we make sure our curriculum is having the desired impact?**

* Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
* Lesson observations
* Learning walks for KS3 and KS4 based upon departmental priorities
* Work sample for each year group cross referenced against milestone assessment end points
* Regular feedback from teaching staff during department meetings
* Regular feedback from Middle Leaders during curriculum meetings
* Pupil Surveys
* Parental feedback