

Beliefs and Values Programme of Study

Beliefs and Values incorporates Healthy Relationships, Sex and Education (HRSE), Religious Studies, Careers and Citizenship.

Our curriculum builds on the learning that has taken place in the middle phase. It builds on their knowledge and provides a learning program that will reflect age appropriate content and discussion. Our course is designed to not only meet the statutory requirements, but also to encourage students to appreciate a wide range of religions, philosophies and viewpoints which will enable them to make informed choices and decisions.

Key Stage Three Curriculum:

In years 7 and 8 Religious Studies students have studied:

- Beliefs and Concepts: Christianity
- Beliefs and Concepts: Sikhism
- Authority: Christianity
- Authority: Buddhism
- Authority: Sikhism
- Expressions of Spirituality: Christianity
- Expressions of Spirituality: Sikhism
- Religion and Science: Christianity
- Global Issues: Christianity
- Inter-faith dialogue: Christianity

In year 7 and 8 PSHE students have studied:

- Drugs and alcohol - Misuse and pressures relating to drug use
- Community and careers - Equality of opportunity in careers and life choices, and different types and patterns of work
- Discrimination - In all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
- Emotional wellbeing - Mental health and emotional wellbeing, including body image and coping strategies Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
- Digital literacy - Online safety, digital literacy, media reliability, and gambling hooks
- Transition and safety - Transition to secondary school and personal safety in and outside school, including first aid
- Developing skills and aspirations - Careers, teamwork and enterprise skills, and raising aspirations
- Diversity - Diversity, prejudice, and bullying Health and puberty
- Healthy routines - Influences on health, puberty, unwanted contact, and FGM Building relationships
- Self-worth - romance and friendships (including online) and relationship boundaries Financial decision making Saving, borrowing, budgeting and making financial choices

Year 9



Autumn Term 1

Health and Wellbeing

- Mental wellbeing, common types
- Importance of human connections
- Physical wellbeing - what is normal?
- Basic hygiene
- Puberty
- First aid; keeping safe and CPR



Autumn Term 2

Ethical Questions

- Introduction, why should we study B&V?
- What is a World View?
- Abortion
- Euthanasia
- Medical Ethics
- Transplant surgery



Spring Term 1

Relationships & Sex Education

- Family Life
- What is a healthy relationships
- Friendships and what is bullying and abuse
- Consent and pressure
- Safe sexual practices
- Contraception
- Sources of support



Spring Term 2

Hinduism

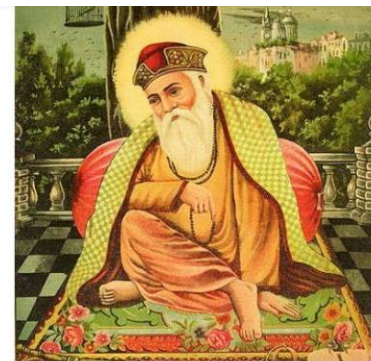
- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?



Summer Term 2

Safety

- Abuse and Sexual Exploitation
- Fake news and cat fishing
- Internet safety
- Drugs, county lines and criminal exploitation
- Alcohol
- The law



Summer Term 2

Sikhism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?

Autumn Term 1: Health and Wellbeing

- Recognise the early signs of mental wellbeing concerns.
- Explore the common types of mental ill health (e.g. anxiety, panic attacks and depression).
- We discuss what is 'normal' - with a view to getting students to explore that there is no normal, we are all different and get them to question if the media needs to portray more realistic variety
- Identify how human connections can promote mental wellbeing
- Critically evaluate the positive / negative impact of actions on wellbeing
- Develop strategies to promote all round wellbeing
- Pinpoint the link between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- Explain what makes a healthy diet
- Create an information poster explaining the links between a poor diet and health risks, including tooth decay and cancer.
- Identify what germs are
- Explain how to keep healthy - with hygiene, balanced diet and good sleep
- Evaluate the importance of good dental hygiene
- Identify what puberty is
- Explain the physical and emotional changes that happen as a result of puberty
- Evaluate how we can promote good menstrual health
- Questions and support for period poverty
- Identify how you can keep yourself self safe
- Explain how to deal with cuts, burns, choking and grazes
- Discuss how to administer CPR and use defibrillators
- Questions and further information on first aid
- Sources of information and support

Autumn Term 2: Ethical Questions

- What is Beliefs and Values?
- Why study Beliefs and Values?
- What are the rules for classroom discussions?
- What are ethical questions?
- What is a worldview?
- What is the difference between world and religious view?
- What is spirituality?
- What is culture?
- What is the sanctity of life?
- When and why should we protect life?
- What different views are there about abortion?

- What is euthanasia?
- When might euthanasia be acceptable?
- Is euthanasia the most loving thing?
- What is bereavement counselling?
- How should money for medicine be best spent?
- Should we engage in stem cell research and blood and organ donation?
- What are the facts about blood, organ and stem cell donation?
- Where can you access information and support?

Spring Term 1: Relationships & Sex Education

- Identify what is a family
- Differentiate between different types of committed, stable relationships
- Evaluate the extent to which the world is now free to love who they want (Reference arranged marriage - to develop next lesson - and the history of LGBT)
- Determine whether other children, adults or sources of information are trustworthy
- Identify what is an unsafe relationship (and to recognise this in others' relationships);
- Identify how to seek help or advice, including reporting concerns about others, if needed.
- List the characteristics of positive and healthy friendships
- Plan strategies to manage conflict, reconciliation and ending relationships.
- Create a plan of practical steps to be used in a range of different contexts to improve or support respectful relationships.
- Information on how to report unhealthy relationships and how and where to get help.
- Identify the positive aspects of healthy one-to-one intimate relationships
- Explore the implications of what is consent and what is pressure
- Develop strategies to resist pressure and ensure you have control over when you want to enjoy intimacy
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Clarify the law when it comes to sex
- Explain how the different sexually transmitted infections
- Evaluate how far medicine has come in developing effective treatments
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Explain the different contraception choices
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Spring Term 2: Hinduism

- Who is the founder?
- When, where was the religion founded?
- What were the key revelation events?
- Who are the God/Gods?
- Who are the key faith leaders?
- Is there a central figure in the scripture?
- What is the name of the Holy Book/Books?
- What are the key messages of the texts?
- How do believers express their religious identity?
- What are the key practices? Initiation, rites of passage, death
- What are the key artefacts of the faith?
- Are there any symbols/language linked to identify?
- How do people worship?
- What is the place of worship called?
- Key practice within the place of worship?
- What are the key festivals?
- What impact does religion have on people's lives?
- Revelations, miracles, interaction with the divine?
- Conversion
- Actions in the community

Summer Term 2: Safety

- Defining sexual exploitation
- Explain what abuse looks like
- Try to identify why some people do not recognise abuse and/or coercion
- Identify how to seek help or advice, including reporting concerns about others, if needed.
- Differentiate between the online world and the physical world, including
- Explain the impact of unhealthy or obsessive comparison with others online Evaluate how far the internet creates unrealistic expectations for body image
- Define 'fake news'
- Explain what cat phishing is and why an over-reliance on online relationships including social media isn't always healthy
- Create an information poster explaining how to keep safe online
- Recap what you know about online safety
- Evaluate the pros and cons of life online
- Draw up a list of online rights, responsibilities and opportunities
- Identify the facts about legal and illegal drugs
- Explain the effects of different drugs and alcohol in high consumption and later on in life

- Predict the implications of drug and alcohol misuse and its link to criminal exploitation
- Identify laws concerning; marriage, consent, sending nudes
- Explain the laws in place to prevent violence against women and girls, including FGM
- Evaluate how far the law goes far enough to protect people from exploitation (online, hate crime, criminal and sexual exploitation)

Summer Term 2: Sikhism

- What are the origins of the faith?
- Who is the founder?
- When, where was the religion founded?
- What were the key revelation events?
- Who are the God/Gods?
- Who are the key figures and what does the scripture say?
- Who are the key faith leaders?
- Is there a central figure in the scripture?
- What is the name of the Holy Book/Books?
- What are the key messages of the texts?
- How do believers express their religious identity?
- What are the key practices? Initiation, rites of passage, death
- What are the key artefacts of the faith?
- Are there any symbols/language linked to identify?
- How do people worship?
- What is the place of worship called?
- Key practice within the place of worship?
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- What impact does religion have on people's lives?
- Revelations, miracles, interaction with the divine?
- Conversion
- Actions in the community

Year 10



Autumn Term 1

Health and Well-being

- Health and Wellbeing
- Human connections and volunteering
- Mental Health Campaigns
- Supporting the NHS
- Self-examination and screening
- Puberty and body image - what is normal?
- First Aid; Signs of illness



Autumn Term 2

Philosophy and World Views

- Fundamental Questions
- Spirituality
- Humanism
- Myths and Truths
- World View



Spring Term 1

Relationships and Sex Education

- Different relationships
- Legal status - consent
- LGBT+
- Meaning of respect
- Gender Discrimination
- Racism
- Pregnancy and choices
- Miscarriage
- Harmful behaviours
- Sources of information and support



Spring Term 2

God

- God
- Anthropomorphism
- Life and Death
- Humanist views
- Expression of beliefs and values
- Living with God



Summer Term 1

Safety

- Developing understanding of abuse
- Identify and deal with harmful behaviours online, including bullying, abuse and harassment
- Understanding online safety, behaviours, hacks and removal of online material
- Drugs, alcohol and tobacco consequences of addiction
- Developing understanding of the law around issues such as pornography
- Sources of information and support



Summer Term 2

Buddhism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?

Autumn Term 1: Health and Wellbeing

- Strategise ways to promote mental wellbeing and happiness.
- Discuss the meaning of stigma
- Explore BDD, bulimia and anorexia
- Define what blood, organ and stem cell donation are
- Evaluate the biggest problems associated with teeth (include discussion on NHS v Private dentists)
- Recap the importance of balanced lifestyle and sleep
- Demonstrate the benefits of regular self-examination and screening.
- Explore how puberty can affect your body image of what is 'normal'
- Living with disability
- We discuss what is 'normal' - with a view to getting students to explore that there is no normal, we are all different and get them to question if the media needs to portray more realistic variety
- Evaluate different menstrual choices
- Questions and support for period poverty
- Recall previous learning on first aid
- Explain how to spot certain illnesses; heart attack, strokes and what to do

Autumn Term 2: Philosophy and worldviews

- What is it to be human?
- What are the important questions?
- What is Spirituality?
- Are humanists just people with no faith?
- What is the difference between agnostics and atheists and humans?
- Are myths based on truths?
- What does Plato's story about the Cave tell us?
- What is Reality? What is hyper-reality?
- Is the world flat?
- What is a religion? What is a worldview? What is inclusion and diversity?

Spring Term 1: Relationships & Sex Education

- Identify different types of relationships and their legal status (include LGBT)
- Explain the pros and cons of cohabitation over religious commitment
- Evaluate the extent to which the world promotes marriage as a freely entered commitment
- Recall key stereotypes
- Explain the impact stereotyping can have in normalising prejudicial behaviour
- Evaluate how effective society has been at ending discrimination and ensuring tolerance of other people's beliefs
- Information on how to report discrimination and prejudice and how and where to get help.
- Define the meaning of 'respect'
- Outline issues of discrimination in our local context
- Create a campaign to end discrimination in your community

- Information on how to report discrimination and prejudice and how and where to get help.
- Recap what is consensual intimacy
- Recall the key methods of contraception
- Understand the facts around pregnancy including miscarriage.
- Explore the choices in relation to pregnancy
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Differentiate between acceptable and unacceptable behaviour
- Predict how the use of alcohol and drugs can lead to risky sexual behaviour

Spring Term 2: God

- Does God exist? What is God like? Is God omnipotent, omnibenevolent and omniscient? What is the Holy Trinity?
- How has God been portrayed? Why is there controversy surrounding the display of images of God's and Prophets? (link to Islam)
- Is there life after death? What is the nature of heaven and hell? What is re-incarnation? What other views are there of life after death?
- How do Humanists celebrate funerals? How do humanists celebrate the stage of life?
- What do religious paintings and architecture etc. tell us about beliefs, especially life after death?
- How do people put their beliefs into practice? What impact does God have on people's lives?

Summer Term 2: Safety

- Outlining the impact of abuse on current and future relationships
- Exploring ways in which people can overcome abuse
- The impact of bereavement and the vulnerability it may cause
- Identify how to seek help or advice, including reporting concerns about others, if needed.
- Cite examples of people's media usage causing them issues later in life
- Clarify what is appropriate to share online
- Outline how you can identify and deal with harmful behaviours online (including bullying, abuse or harassment)
- Discuss how information and data is generated, collected, shared and used online.
- Define 'click baiting'
- Explain the impact of viewing harmful content online, and the criminal implications (violence, pornography and indecent images of children)
- Identify how you think people should behave online
- Explain how you might be hacked, and ways to prevent it?
- Predict how easy it is to remove something about you from online (nudes, comments, trolling, general inappropriate behaviour)
- What to do and where to get support to report material or manage issues online.
- Explain the physical and psychological consequences of addiction, including alcohol dependency.

- Recall key laws previously discussed
- Explain the laws surrounding pornography
- Evaluate how far the law in the country has created a 'liberal' society abortion

Summer Term 2: Buddhism

- Who is the founder?
- When, where was the religion founded?
- What were the key revelation events?
- Who are the God/Gods?
- Who are the key faith leaders?
- Is there a central figure in the scripture?
- What is the name of the Holy Book/Books?
- What are the key messages of the texts?
- How do believers express their religious identity?
- What are the key practices? Initiation, rites of passage, death
- What are the key artefacts of the faith?
- Are there any symbols/language linked to identify?
- How do people worship?
- What is the place of worship called?
- Key practice within the place of worship?
- What are the key festivals?
- What impact does religion have on people's lives?
- Revelations, miracles, interaction with the divine?
- Conversion
- Actions in the community

Year 11



Autumn Term 1

Health and Wellbeing

- Create a wellbeing plan for life
- Explore facts about diseases
- Active lifestyle to prevent ill health, including cancer and cardiovascular ill-health.
- Vaccines and antibiotics
- Explain the implications of getting to know your body
- Questions and support for period poverty
- First aid; safety, cpr and how to apply bandages and slings



Autumn Term 2

Judaism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?



Spring Term 1

Relationships and Sex Education

- What makes for a healthy family
- Parenting responsibilities
- Differentiate between aggressive and passive behaviour
- Sexual harassment and sexual violence - consent
- The Equality Act 2010
- How to report discrimination and prejudice
- Infertility, miscarriage and stillbirth
- The menopause



Spring Term 2

Religious Views of the World

- Philosophy & Fundamental questions
- Role of religion
- Human Identity
- Abrahamic views: Christian, Islamic & Judaism
- Eastern views: Hinduism, Sikhism & Buddhism
- Ancient views- Egypt and Babylon



Summer Term 1

Safety

- Impact of ignoring laws on consent
- Influence of online gambling and marketing
- Control of the media and its implications
- Impact of pornography
- Harms from smoking tobacco (particularly the link to lung cancer)
- Weigh up the benefits of quitting and how to access support to do so.
- Laws
- Explain the difference between re-distributive and restorative justice
- Evaluate the pros and cons of rehabilitation

Autumn Term 1: Health and Wellbeing

- Create a wellbeing plan for life
- Explore facts about the diseases
- Discuss the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- Recap the importance of balanced lifestyle and sleep
- Identify the difference between immunisation and vaccination
- Explain why there are anti-vax's out there?
- Evaluate the pros and cons of antibiotics
- Explain the implications of getting to know your body including impact of pornography
- We discuss what is 'normal' - with a view to getting students to explore that there is no normal, we are all different and get them to question if the media needs to portray more realistic variety
- Basic first aid: Skills for life
- Practice how to apply bandages and slings

Autumn Term 2: Judaism

- What are the origins of the faith? Who is the founder? When, where was the religion founded? What were the key revelation events?
- Who are the God/Gods? Who are the key figures and what does the scripture say? Who are the key faith leaders? Is there a central figure in the scripture? What is the name of the Holy Book/Books? What are the key messages of the texts?
- How do believers express their religious identity? What are the key practices? Initiation, rites of passage, death What are the key artefacts of the faith? Are there any symbols/language linked to identify?
- How do people worship? What is the place of worship called? Key practice within the place of worship? What are the key festivals? What impact does religion have on people's lives?
- Revelations, miracles, interaction with the divine? Conversion
- Actions in the community

Spring Term 1: Relationships & Sex Education

- Recap what makes for a healthy family
- Roles and responsibilities of parents with respect to raising of children
- Evaluate what characteristics are needed for successful parenting.
- Differentiate between aggressive and passive behaviour
- Discuss why some people remain in unhealthy relationships... some online video about abuse maybe?
- Explore sources of support that are ongoing
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (Equality Act 2010) and that everyone is unique and equal.

- Ascertain the possible outcomes for people who are infertile
- Explain the difference between miscarriage and stillbirth and explore their impacts
- Evaluate the impact of the menopause
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Define 'up skirting'
- Examine misogynistic views of women
- Discuss safety strategies - for all

Spring Term 2: Religious views on the world

- Is there a God? What am I here? Is there life after Death?
- What is religion?
- What is a worldview? Is religion different from spirituality?
- What are sources of authority?
- What does it mean to be human?
- Who am I?
- Are humans made in the image of God?
- How did we get here?
- Who created us?

Summer Term 2: Safety

- Explore the impact of ignoring laws on consent
- Describe the risks related to online gambling
- Decipher how far are we influenced by marketing online
- Identify who controls the media and define the New Media
- Explore how manipulative the media is
- Recall key points about internet safety
- Identify the lack of truth behind sexually explicit material
- Understand how pornography can negatively affect behaviour towards sexual partners.
- What to do and where to get support to report material or manage issues online.
- Identify the facts about the harms from smoking tobacco (particularly the link to lung cancer)
- Discuss the social implications of drug lifestyles, grooming and exploitation
- Explain the difference between redistributive and restorative justice
- Evaluate the pros and cons of rehabilitation

Tutor Time

Induction and safeguarding

Students will:

- Complete ice breaking activities
- Have an induction into how to use the school computers and email
- Be introduced to our safeguarding measures
- Explore causes and consequences of bullying and sources of help
- County Lines
- Keeping safe online

Careers

Students will:

- What are the rules for working, whilst at school
- What do you need for different jobs
- What are post-16 choices
- How to write a CV
- Tips on interview technique
- Managing work stress, time management, bullying etc.

Democracy and Rights

Students will;

- Discuss the importance of being a citizen
- Learn how the UK government works
- Debate votes at 16
- Evaluate the effectiveness of our political system
- Black History month
- How are human rights protected in the UK

Inclusion and Diversity

Students will:

- Define the concept of respect, what it means in practice
- Explore different types of discrimination and how to combat them
- Events that have changed the world; Derby race, Stonewall riots, Stephen Lawrence.
- Discuss how we can challenge racism
- LGBT history month
- International Women's Day

Skills for Living

Students will:

- Work out how much it costs to live and what job could support chosen lifestyles
- What are the different borrowing systems; loans, mortgages, etc.
- Understanding credit ratings and interest charges
- How to organise insurance
- Avoiding scams
- Keeping safe over the summer

The World Matters

Students will:

- Global warming - what can you do?
- Fairtrade - What are your choices?
- Poverty - Why is wealth distributed so unfairly?
- Amnesty International, Christian Aid and the British Red Cross - What are they doing?
- Community projects - How can you get involved?

We would draw your attention to the following guidance from the Department for Education:

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16.

At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

For more detail please see the government's [parental guidance](#)

If you wish your child to be withdrawn from an element of sex education you should contact the school directly.