

### **Curriculum Statement of Intent:**

- *Provide a broad and balanced education for all pupils in the subjects of Social Studies.*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations in Social Studies such as contrasting attitudes towards the creation of the universe and the debate between Science (Evolution) and Religion (Creationism).*
- *Support pupils' spiritual, moral, social and cultural development by examining the origins of religious beliefs and their impact in twenty-first century Britain.*
- *Promote a positive attitude towards learning through an engaging curriculum based on GCSE material and assessment.*
- *Ensure equal access to learning in Social Studies, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to make progress in every lesson in line with prior attainment.*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment by encouraging students to engage with a varied curriculum and utilising GCSE standard assessment materials from Year 7 onwards.*

### **Curriculum Statement of Implementation:**

*The approach to the Social Studies curriculum is thematic; in Year 7 this focuses upon specific religions, whereas in Year 8 the focus is on philosophical and moral issues. We use the AQA GCSE as a framework for learning and to ensure assessment is rigorous and meaningful. By following this curriculum our units are broadly taught in individual units, split across half terms. Sex and relationships are explicitly taught in Year 8 during Unit 1- Relationships and family; however the focus remains from religious perspectives, rather than broader public health. SMSC forms a basis of almost all lessons, especially in Year 7 through the explicit teaching of different world religions; however Year 8 students will engage with more moral issues such as quality vs. sanctity of life. Long and medium planning is done through collaboration at faculty level by using GCSE agreed programs of study. Short term planning is the duty of class teachers who amend and adapt lesson content according to the needs of their students. Lessons are produced individually by staff, however AQA certified resources are used for knowledge and content. GCSE Pod is encouraged in class and the units taught are covered on the site.*

- *Your curriculum approach – for example, thematic, creative*
- *How your curriculum suits local needs, including how you adapt the National Curriculum/subjects required by your funding agreement, and other statutory requirements, to suit your local context*
- *How subjects are taught*
- *How your curriculum covers the following, making reference to separate school policies on these where relevant:*
  - *Sex and relationship education (if applicable)*
  - *Spiritual, moral, social and cultural development*
  - *British values*
  - *Careers guidance*
- *Short, medium and long-term planning expectations within the faculty*
- *What resources are available to support curriculum delivery in each subject delivered by the faculty*

## **Curriculum Coverage**

Curriculum and Topics being covered in each year group

	Autumn	Spring	Summer
Year 7	Christianity	Islam	Buddhism
SMSC Careers guidance British Values Sex Education	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
Year 8	Relationships and Family  Religion and Life	Religion, Crime and Punishment  The Existence of God and Revelation	Religion, Peace and Conflict
SMSC Careers British Values Sex Education	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values  Students understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others  Attitudes towards sexuality, marriage and divorce. Religious attitudes towards contraception.	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values  Students examine the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  Understanding the role of law and order in the UK- judicial processes.	Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

## **Curriculum – Assessment (Measuring Impact)**

### **Data Drop Points**

The following statements outline the contributing assessment information sources which, aggregated, provide 'Working At Grade' entries for each child throughout the year.

#### **Year 7**

Data Drop point 1:

*AQA Paper 1 assessment: The study of religions: beliefs, teachings and practices: Christianity (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 50% of genuine examination paper).*

Data Drop point 2:

*AQA Paper 1 assessment: The study of religions: beliefs, teachings and practices: Islam (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 50% of genuine examination paper).*

Data Drop point 3:

*AQA Paper 1 assessment: The study of religions: beliefs, teachings and practices: Christianity, Islam and Buddhism (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 100% of genuine examination paper).*

Moderation processes: *[Enter here, the moderation process and sample size which will be used to validate the data before it is entered by each of your teachers at the above data drop points] – Ref Appendix A*

*All SST teachers submit 10% sample. Moderation conducted in Faculty Meetings.*

## **Year 8**

Data Drop point 1:

*AQA Paper 2 assessment: Religious, philosophical and ethical studies: Relationships and Family and Religion and Life (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 50% of genuine examination paper).*

Data Drop point 2:

*AQA Paper 2 assessment: Religious, philosophical and ethical studies: Religion, Crime and Punishment and The Existence of God and Revelation (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 50% of genuine examination paper).*

Data Drop point 3:

*AQA Paper 2 assessment: Religious, philosophical and ethical studies: Relationships and Family, Religion and Life, Religion, Crime and Punishment and The Existence of God and Revelation and Religion, Peace and Conflict. (a teacher constructed assessment utilising exemplar questions from AQA specification- equivalent to 100% of genuine examination paper).*