

The Values curriculum at The Dean Academy contributes to students' personal development and community cohesion by promoting mutual respect, tolerance and understanding, whilst also developing student confidence. The Values curriculum at The Dean Academy aims to develop students' knowledge and understanding of religious and non-religious beliefs and develop students' skills to construct well-argued, well-informed and balanced arguments.

The Values curriculum includes two distinct subjects which are taught separately. Religion, Philosophy and Ethics have 2 hours per fortnight and Personal Development has 1 hour per fortnight and 30 minutes every Friday in tutor time.

Religion, Philosophy and Ethics		Asking Big Questions- Does God exist?	Who are the Abrahamic Prophets?	Who was Jesus?	Who was the Prophet Mohammad?	Who was the Buddha?	
Year 7	Knowledge	<ul style="list-style-type: none"> Looking for meaning The nature of God The design argument Religious experience Evil and suffering Atheism and Science What do people in the UK believe? 	<ul style="list-style-type: none"> Who are their prophets? Adam Noah Abraham Moses 	<ul style="list-style-type: none"> Who was Jesus and what do we know? What was life like at the time of Jesus What did Jesus teach about neighbours? What is the kingdom of God? Miracles Who was Jesus' mother? What happened to Jesus? 	<ul style="list-style-type: none"> The early life of Mohammad Important events in Mohammads life First Muslims communities The teachings of Mohammad The five pillars What do Muslims believe? Lived experiences 	<ul style="list-style-type: none"> Is Buddhism a religion? How did Siddhartha become the Buddha? What did Buddha teach? How are the 3 jewels like an umbrella? Why is the Wheel of life important? Buddhist art and meditation Holy places in Buddhism 	
	Skills	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>	<p>Critical thinking, empathy, evaluation, collaboration and oracy</p> <p>AO1- Knowledge and understanding of beliefs, practices and sources of authority. How beliefs influence individuals, communities, and societies. The similarities and differences between religious beliefs.</p> <p>AO2-Analyse and evaluate aspects of religion, its significance and influence on individuals, communities, and societies.</p>
	Concepts	Atheist, Theist, Agnostic, secular	Prophethood, Messengers, chosen by God	Gospel, Faith, Incarnation	Prophet, Ummah, Allah	Dharma, Enlightenment, Dukkha	
	Common Misconceptions	That all religious people have the same belief about creation.	That all people in the Bible are prophets	That Jesus does not appear in any other religion.	That Islam is the oldest religion	That the Buddha is a God.	
	Links to prior learning	KS2 RS units on the Abrahamic faiths	KS2 stories from the Bible	KS2 RS units on Christianity	KS2 RS units on the Abrahamic faiths	KS2 RS units on the Dharmic faiths	
	Assessment	Students are formally assessed on 3 units per year and this is an in class assessment and will focus upon the RPE units of work.					

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		Is there life after death?	Sikhi: Who are the Gurus?	Why are some groups persecuted?	How do people practice their faith?	Do We Have a Duty to Look After the Environment?	
Year 8	Knowledge	<ul style="list-style-type: none"> • What us death? • What is the soul? • Is death the end? • Christian beliefs about death • Muslim beliefs about death • Humanist views of death 	<ul style="list-style-type: none"> • Who is a Sikh? • Guru Nanak • The Guru Granth Sahib • The 5 Ks • The Khalsa and Vaisakhi • Where do Sikhs worship? 	<ul style="list-style-type: none"> • What is persecution? • What happened to the missionaries in Japan? • Why was there a massacre at Amritsar? • What is Islamophobia? • How were people persecuted in the Holocaust? • The persecution of the Rohingya Muslims • How do people stand up against persecution? 	<ul style="list-style-type: none"> • Joining a faith • Places of worship • Worship and prayer • Giving to charity • Festivals- Celebrating • Pilgrimage- Visiting Holy places • Sacraments 	<ul style="list-style-type: none"> • Cosmologies-How did we get here? • Hindu creation stories • Animals-Should we look after them? • Stewardship-Who should look after the world? • Taking action-How can I help? 	
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	Concepts	Reincarnation, Resurrection, Afterlife	Guru, Khalsa, Gurdwara	Persecution, Islamophobia, Holocaust	Sacraments, festivals, worship	Dominion, Humanity, Stewardship	
	Common Misconceptions	That all religious people have the same belief about the afterlife.	That Sikhs are the same religion as Muslims.	That only Christians are persecuted			
	Links to prior learning	KS3 Asking big questions unit		KS3 who was the Prophet Mohammad and Who was Jesus? Unit of work	KS2 Religious ceremonies	KS3 Who was the Buddha? Unit of work	
	Assessment	Students are formally assessed on 3 units per year and this is an in class assessment and will focus upon the RPE units of work.					

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		How do we make ethical decision?	Is society just?	Why do we suffer: Good and evil?	Who are the changemakers?	Sanatana Dharma	
Year 9	Knowledge	<ul style="list-style-type: none"> How do we know right from wrong? How do people make decisions? Why do some people do appalling things? How ethical is AI? The sanctity of life: Abortion Is human life sacred: Genetic engineering? Is it ever right to take a life? 	<ul style="list-style-type: none"> Prejudice and discrimination (stereotyping) Privilege Making a change and standing up Anti racists Christians MLK Anti racist Christians Stormzy Anti racist Muslims Malcolm x 	<ul style="list-style-type: none"> What is evil? Are we born evil? How can suffering affect a believers faith? Who is Job? How does religion explain evil? What do Humanists believe? How do charities help those that suffer? 	<ul style="list-style-type: none"> Mapping social change How was Harriet Tubman inspired? How did Gandhis beliefs affect him as a leader? How did MLK follow in Gandhis footsteps? Why was Malala shot? Who is Peter Singer? Why did Corrie Ten Boom risk it all? 	<ul style="list-style-type: none"> Hinduism and Brahman The Trimurti Dharma and virtues Festivals Places of worship Being Hindu 	
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	Concepts	Abortion, Sanctity of life, Conscience	Racism, Discrimination, Privilege	Evil, Free will, morality	Change maker, bystander, peaceful protest	Sanatana Dharma, Trimurti, Brahma	
	Links to prior learning	KS3 Asking big questions unit	KS3 Relationships unit	KS3 Asking big questions unit			
	Assessment	Students are formally assessed on 3 units per year and this is an in class assessment and will focus upon the RPE units of work.					

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Personal Development		Positive Healthy lifestyles	Relationships	Careers
Year 7	Knowledge	<ul style="list-style-type: none"> Intro to puberty personal hygiene smoking and vaping dental hygiene gender identity/sexuality self-esteem and puberty FGM 	<ul style="list-style-type: none"> Types of relationships Conflict and bullying Positive relationships Abusive relationships Break ups Consent 	<ul style="list-style-type: none"> Skills Jobs Careers Team work Grows workshops
	Skills	Self reflection, self respect, collaboration, empathy and understanding.	Self reflection, self respect, collaboration, empathy and understanding.	Self-reflection, collaboration, team work and empathy
	Concepts	Mental health, Personal hygiene	Conflict, Bullying, Consent	Skills
	Assessment	1 assessment per unit		

Personal Development		Drugs, alcohol and influence	Positive mental health	Careers
Year 8	Knowledge	<ul style="list-style-type: none"> Drugs and their effects Alcohol Prescription drugs/Class C drugs Vaping Smoking County lines 	<ul style="list-style-type: none"> Happiness Thinking positively Coping with stress Mental health Digital resilience 	<ul style="list-style-type: none"> Skills Jobs Careers Perseverance Grows workshops
	Skills	Self reflection, self respect, collaboration, empathy and understanding.	Self reflection, self respect, collaboration, empathy and understanding.	Self-reflection, team work
	Concepts	Addiction, Exploitation, County lines	Anxiety, optimism, mental health	Perseverance, hard and soft skills
	Assessment	1 assessment per unit		

Personal Development		Is society just?	Intimate and healthy relationships	Careers
Year 9	Knowledge	<ul style="list-style-type: none"> Prejudice and discrimination (stereotyping) Privilege Making a change and standing up Anti racists Christians MLK Anti racist Christians Stormzy Anti racist Muslims Malcolm x 	<ul style="list-style-type: none"> Respectful relationships Consent Sexual health Contraception Delaying sex and intimacy Sexting Pornography Relationship abuse Ending relationships 	<ul style="list-style-type: none"> Skills Options Careers Personal statements CVs Grows workshops
	Skills	Critical thinking, empathy, evaluation, collaboration and oracy	Self reflection, self respect, collaboration, empathy and understanding.	Team work, self reflection

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	Concepts	Racism, Discrimination, Privilege	STI, Contraception, Consent	Curriculum Vitae, soft skills, hard skills
	Assessment	1 assessment per unit		

Values		Keeping Safe	Keeping Healthy	Careers	Alternative Religions
Year 10	Knowledge	<ul style="list-style-type: none"> • Exploitation and grooming • Hate crime • Understanding extremism • Extremist grooming • The rise of the far right • Gangs 	<ul style="list-style-type: none"> • Cancer awareness • vaccinations • Alcohol and substance abuse • Body image • Social media • Sharing images online • Disability awareness • Positive choices 	<ul style="list-style-type: none"> • Grows workshops 	<ul style="list-style-type: none"> ○ Cults and alternative religions ○ Illuminati ○ Rastafarianism ○ Paganism ○ Mormonism ○ Scientology ○ Amish ○ Jehovah's Witnesses
	Skills	Self reflection, self respect, collaboration, empathy and understanding.	Self reflection, self respect, collaboration, empathy and understanding.	Team work, self-reflection	Critical thinking, empathy, evaluation, collaboration and oracy
	Concepts	Grooming, exploitation, Diversity	Immunization, Cancer, Disability	Hard and soft skills, further education	Cults, Sects, Alternative religions
	Assessment	Students are not formally assessed in core values at key stage 4, but they will be informally assessed by their class teachers.			

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Values		Keeping Healthy	Human Rights	Keeping Safe	Careers
Year 11	Knowledge	<ul style="list-style-type: none"> • Contraception • STIs • Sexual Pressure and consent • Pregnancy, Fertility • Miscarriage and stillbirth • Pregnancy choices • Pregnancy choices: Abortion • Sexual harassment and violence • medical ethics: Blood donation • medical ethics: Organ donation 	<ul style="list-style-type: none"> • What are human rights? • Modern human rights abuses • Personal conviction • The right to a decent standard of living • The right to education • The right to express your faith • The right to freedom of speech • Freedom from discrimination • The right to vote • 10.Charities that work for justice 	<ul style="list-style-type: none"> • Independence: Staying safe as a young person • Personal safety and first aid • Why is carrying a knife bad? • How to keep safe on the road • Anti-social behaviour 	<ul style="list-style-type: none"> • Grows sessions • CV Writing • Independence • Salaries • Interview technique
	Skills	Self reflection, self respect, collaboration, empathy and understanding.	Critical thinking, empathy, evaluation, collaboration and oracy	Self reflection, self respect, collaboration, empathy and understanding.	Self reflection, self respect, collaboration
	Concepts	Contraception, STI, Donation	Human rights, Dignity, Poverty	Safety, Anti-social behaviour	Curriculum Vitae
	Links to prior learning	KS3 Intimate, healthy relationships	KS3 Is society just? Unit of work		
	Assessment	Students are not formally assessed in core values at key stage 4, but they will be informally assessed by their class teachers.			