



# Curriculum Intent



## Subject: Personal Development and Ethics (PDE)

### **PRIORITIES IN WHOLE SCHOOL**

#### **CURRICULUM INTENT**

- Critical evaluation of information
- Working with others
- Love of Learning: relevance, purpose, interest, study habits
- Knowledge: acquisition of knowledge, understanding of key concepts, development of cultural capital.
- Effective communication: vocabulary, reading, writing, speaking & listening

### **KEY QUESTIONS**

- Why has content been selected?
- Why is learning sequenced in this way?
- How is learning sequenced or spaced to promote long-term memory?
- How do you ensure that students understand the relevance and purpose of your subject?
- How do you plan for progression?
- How do you provide sufficient ambition/challenge for all, including Disadvantaged & SEND?
- How is learning sequenced or spaced to promote long-term memory?
- How does your subject build cultural capital, character and personal skills?

### **SUBJECT CURRICULUM INTENT**

Our vision is not just to develop learner's knowledge and understanding. It is also to enable them to investigate world views, express their ideas and respond to the world around them in an informed, rational and insightful way. We encourage learners to make effective transitions, make positive learning and career choices and achieve economic well-being. The learning environment is PDE provides opportunities for learners to safely explore, reflect and clarify their own values and attitudes on the complex and sometimes conflicting range of world views they encounter both now and in the future.

**Key Knowledge** is highlighted in yellow throughout the document.

**PDE units** have a white background and cover all PSHE related areas of the curriculum.

### **KEY DOCUMENTS:**

DfE - Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019)

DfE - Personal, social, health and economic (PSHE) education (June 2019)

DfE - Careers guidance and access for education and training providers (October 2018)

Children and Social Work Act (2017)

Keeping Children Safe in Education (2022)

Promoting fundamental British values through SMSC (2014)

The PSHE Association: 'Programme of Study for PSHE Education (Key stages 1–5)

# Personal Development and Ethics (PDE) Curriculum Plan Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	7A. Religious Education: <u>Introduction to Communities</u>	7B Religious Education: <u>Who was Jesus?</u>	7C. Health Education (HE) <u>PHYSICAL HEALTH AND FITNESS.</u>	7D. Relationships and Sex Education (RSE): <u>FAMILIES AND RELATIONSHIPS</u>	7E Religious Education: <u>What does it mean to be Hindu?</u>	7F. Relationships and Sex Education (RSE): <u>DIVERSITY AND DISCRIMINATION</u>	7G. Relationships and Sex Education (RSE): <u>PUBERTY, HEALTHY RELATIONSHIPS, RISK AND CONSENT</u>
Year 8	8A. Living in a Wider World (WW): <u>FINANCIAL CHOICES</u>	8B. Religious Education: <u>What does it mean to be Muslim?</u>	8C. Relationships and Sex Education (RSE): <u>ONLINE AND MEDIA</u>	8D. Religious Education: <u>How do people respond to Ultimate Questions?</u>	8E Religious Education: <u>Spirited Arts</u>	8F. Relationships and Sex Education (RSE): <u>IDENTITY STEREOTYPES EQUALITY.</u>	
						8G. Religious Education: <u>What does it mean to be Buddhist?</u>	
Year 9	9A. Relationships and Sex Education (RSE) <u>BEING SAFE</u>	9B. Religious Education: <u>Animals and the Environment</u>	9C.1. Relationships and Sex Education (RSE): <u>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</u>	9D. Religious Education: <u>What does it mean to be Jewish?</u>	9E. Relationships and Sex Education (RSE): <u>RELATIONSHIPS AND CONSENT, RISK TAKING BEHAVIOURS, CONTRACEPTION AND SEXUAL HEALTH</u>	9F. Religious Education: <u>What does it mean to be Christian?</u>	
			9C.2 Health Education (HE): <u>INTERNET SAFETY AND HARM</u>				

# Personal Development and Ethics (PDE) Curriculum Plan Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>10A. Religious Education:</b> <u>Religion, Crime and Punishment</u>	<b>10B. Relationships and Sex Education (RSE):</b> <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (1).</u>	<b>10C. Religious Education:</b> <u>Religion, Peace and Conflict</u>	<b>10D. Relationships and Sex Education (RSE):</b> <u>CONTRACEPTION AND STIs and NEGOTIATING CONSENT</u>	<b>10E. Religious Education:</b> <u>Relationships and Families</u>	<b>10F. Religious Education:</b> <u>The Existence of God and Revelation.</u>
<b>Year 11</b>	<b>11A. Living in a Wider World (WW):</b> <u>WORK AND CAREERS 1</u>	<b>11B. Living in a Wider World (WW):</b> <u>WORK AND CAREERS 2</u>	<b>11C. Religious Education:</b> <u>Religion, Human Rights and Social Justice.</u>	<b>11D. Religious Education:</b> <u>Religion and Drug Abuse</u>	<b>11E. Relationships and Sex Education (RSE):</b> <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (3).</u>	<b>11F. Living in a Wider World (WW):</b> <u>REVISION AND STUDY SKILLS</u>

# YEAR 7

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><b><u>7A. Religious Education</u></b></p> <p><b><u>Introduction to Communities</u></b></p> <p>1.What is a community?</p> <p>2.Who are founders and what similarities do they share?</p> <p>3.What is a religious community? (Taizé)</p> <p>4.What is a festival and what are the features of festivals?</p> <p>5. Case Study: Iona. What is Iona and why do so people go there?</p> <p>6. Assessment</p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Belonging</li> <li>• Stewardship</li> <li>• Symbolism</li> <li>• Tradition</li> <li>• Community</li> <li>• Founder</li> <li>• Festival</li> <li>• Pilgrimage</li> </ul>	<p>Analysis of the distinctive features of religious communities and identifying between religious belief and practice.</p> <p>Investigation of the diversity and the issues faced by religious communities.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p>	<p>The features of the six major world religious are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identify and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Reflect upon the value of themselves and other in a community.</p> <p>Moral: Consider the morality of obeying religious traditions when it conflicts with religious law.</p> <p>Social: Demonstrate knowledge and understanding of the distinctive features of religious and non-religious communities.</p> <p>Cultural: Consider the challenges faced by religious communities, practising their faith in a different culture/secular society.</p> <p><b><u>BV:</u></b> Individual liberty; Tolerance and respect.</p>

Term 1

# YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>7B. Religious Education</u></b></p> <p><b><u>Who was Jesus?</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction – fact or fiction?</li> <li>2. Was Jesus a rebel?</li> <li>3. Was Jesus able to perform miracles?</li> <li>4. Who was the Good Samaritan?</li> <li>5. What is meant by the resurrection of Jesus?</li> <li>6. Case Study: what is the truth behind the story of the Turin Shroud?</li> <li>7. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Ascension</li> <li>• Crucifixion</li> <li>• Existence</li> <li>• Ministry</li> <li>• Miracle</li> <li>• Resurrection</li> </ul>	<p>Analysis and evaluation the different perceptions of a religious founder.</p> <p>Investigation and research into questions about Jesus' existence, life, work and resurrection</p> <p>Explore, describe and evaluate some of the miracles performed by Jesus and what impact these narratives have in the modern world.</p> <p>Develop religious literacy allowing pupils to understand founders and followers.</p> <p>Debating and discussion skills: speaking and listening; writing to inform on topical areas such as the Turin Shroud and the resurrection.</p>	<p>An understanding of the life work and claims about Jesus are essential as a foundation for further work in KS3 and in GCSE RS.</p> <p>The terms used in the unit form a foundation for religious understanding and literacy.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>Pupils are encouraged to think for themselves about some of the issues surrounding Jesus in a supportive and academic environment. This open mindedness will develop understanding of religion and wider society..</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give a personal response to the question, 'Who was Jesus?'</p> <p>Moral: Consider the influence of Jesus life and teachings on people's lives today.</p> <p>Social: Explore the importance of Jesus, as the founder of Christianity, in the modern world.</p> <p>Cultural: Reflect on how Jesus is portrayed in different religious and non-religious communities.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 7

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><b>7C. Health Education:</b></p> <p><b>a. <u>Physical Health</u></b></p> <p><b>b. <u>Healthy Eating</u></b></p> <ol style="list-style-type: none"> <li>1. What do we mean by a healthy lifestyle?</li> <li>2. Consequences of not living healthy.</li> <li>3. Dental Hygiene</li> <li>4. Puberty</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Healthy Lifestyle</b></li> <li>• <b>Hydration</b></li> <li>• <b>Dehydration</b></li> <li>• <b>Hygiene</b></li> <li>• <b>Puberty</b></li> <li>• <b>Risk management</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p><b>Spiritual:</b> Reflect on physical fitness and what contributes to a healthy body such as healthy eating and good dental hygiene.</p> <p><b>Moral:</b> Apply the consequences of not gaining and maintaining a healthy body.</p> <p><b>Social:</b> Explore the impact of gaining and maintain a healthy body through sports club and social groups.</p> <p><b>Cultural:</b> Explore the benefits of a healthy body.</p> <p><b><u>BV.:</u></b></p> <p>This unit highlights the individual liberty people have to make decisions that will positively or negatively affect their health.</p>

Term 1

# YEAR 7

YEAR 7					
KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development	
Term 3	<p><b><u>7D. Relationships and Sex Education:</u></b></p> <p><b><u>FAMILIES AND RELATIONSHIPS</u></b></p> <ol style="list-style-type: none"> <li>1. Modern families, relationships and happiness</li> <li>2. Healthy and positive relationships</li> <li>3. Unsafe and virtual relationships</li> <li>4. Relationships and the Law</li> <li>5. Cyber Bullying</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Contentment</li> <li>• Family</li> <li>• Positive relationship</li> <li>• Unhealthy relationship</li> <li>• Cyberbullying</li> <li>• Risk management</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop and Reflect on modern families and relationships and the effect they have on individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of unsafe and unhealthy relationships on individuals.</p> <p>Cultural: Explore how families and relationships mirror the cultural trends of society.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><b><u>7E. Religious Education</u></b></p> <p><b><u>What does it mean to be Hindu?</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction to Hinduism.</li> <li>2. Hindu Gods</li> <li>3. Festivals – Holi</li> <li>4. Worship – Puja</li> <li>5. Life and Death – Samsara.</li> <li>6. Caste System</li> <li>7. Case Study:</li> <li>8. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Hindu</li> <li>• Brahman</li> <li>• Trimurti</li> <li>• Reincarnation</li> <li>• Karma</li> <li>• Moksha</li> <li>• Atman</li> <li>• Samsara</li> <li>• Dharma</li> <li>• Ahimsa</li> <li>• Diwali</li> <li>• Holi</li> <li>• Caste system</li> </ul>	<p>Enquire and research into diverse beliefs and practices Hinduism</p> <p>Investigate the impact Hindu beliefs and practices have on a Hindus daily life.</p> <p>Examine and evaluate the culture of India and the challenges the Hindu faith faces in the 21st century.</p> <p>Describe and explain the distinctive features of Hindu worship, their symbolism and meaning.</p> <p>Develop a detailed knowledge and understanding of significant features of Hindu life, such as rites of passage, family and festival celebrations.</p> <p>Comparing similarities and differences between religions.</p>	<p>The understanding of the features and impact of belief and practice on Hindu life and the wider impact on world views.</p> <p>Knowledge of issues such as the Hindu Gods and the caste system provide cultural points of reference enabling pupils to understand issues surrounding life as a Hindu in modern Britain.</p> <p>Students should be able to demonstrate knowledge and understanding of the religious beliefs and practices of Hinduism and enquire into and explain the relationship between Hinduism and the culture of India.</p> <p>Students should be able to Explain the concept of God in Hinduism, enquire into, ask questions and suggest reasons in relation to Hindu belief and practice.</p> <p>Students should be able to express opinions in a informed, rational and insightful way, reflecting on personal thoughts, feelings and beliefs with regard to life after death, the existence of God and equality.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Share thoughts and feelings concerning the caste system.</p> <p>Moral: Consider the morality of the caste system.</p> <p>Social: Explore the impact of Hindu belief on a Hindus daily life.</p> <p>Cultural: Explore the relationship between Hindu culture and the beliefs and practices of Hinduism.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>



# YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>7F Relationships and Sex Education (RSE):</u></b></p> <p><b><u>DIVERSITY AND DISCRIMINATION</u></b></p> <ol style="list-style-type: none"> <li>1. Stereotypes - breaking them down</li> <li>2. Stereotypes - prejudice and disability</li> <li>3. Stereotypes - prejudice and racism</li> <li>4. Stereotypes - sexism and gender</li> <li>5. Equality, sexual harassment and the law - Equality Act 2010</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Stereotype</li> <li>• Scapegoat</li> <li>• Harassment</li> <li>• Equality</li> <li>• Sexual Harassment</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Reflect on the impact of stereotypes on individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of stereotypes on individuals.</p> <p>Cultural: Explore and explain how the law reflects cultural understanding.</p> <p><b><u>BV:.</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 7

Term 3

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><b><u>7G Relationships and Sex Education (RSE):</u></b></p> <p><b><u>PUBERTY</u></b></p> <p><b><u>HEALTHY RELATIONSHIPS</u></b></p> <p><b><u>RISK AND CONSENT</u></b></p> <p><b>Spectrum CIC</b></p>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Risk</li> <li>• Risk Management</li> <li>• Relationship</li> <li>• Consent</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Reflect on the impact of puberty on individuals.</p> <p>Moral: Apply the law and pupil understanding about consent to different scenarios.</p> <p>Social: Explore the positive impact of risk management.</p> <p>Cultural: Explore the positive aspects on a changing body.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 8

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development	
Term 3	<p><b>8A. Living in a Wider World (WW):</b></p> <p><b><u>FINANCIAL CHOICES</u></b></p> <ol style="list-style-type: none"> <li>Financial Decisions: income and expenditure</li> <li>Money: values and attitudes (including debt)</li> <li>Emotions and money: our wants and needs (including BUDGETING).</li> <li>Social and moral dilemmas (including advertising and peers)</li> <li>Financial exploitation in different contexts (including drug and money mules, online scams)</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Risk</li> <li>Budget</li> <li>Ethical</li> <li>Debt</li> <li>Decisions</li> <li>Challenges</li> <li>Influences</li> <li>Emotions</li> </ul>	<p>Analysis of the distinctive features of religious communities and identifying between religious belief and practice.</p> <p>Investigation of the diversity and the issues faced by religious communities.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p><b>Spiritual:</b> Consider financial choices and how they affect individuals.</p> <p><b>Moral:</b> Apply knowledge to making moral decisions about the production of goods.</p> <p><b>Social:</b> Explore the impact of financial exploitation on individuals.</p> <p><b>Cultural:</b> Explore how families and relationships are affected by debt.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

## YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<b>Term 1</b>	<p><b><u>8B. Religious Education</u></b></p> <p><b><u>What does it mean to be Muslim?</u></b></p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Charity</li> <li>• Fasting</li> <li>• Five Pillars</li> <li>• Pilgrimage</li> <li>• Prayer</li> <li>• Ummah</li> </ul>	<p>Enquire and research diverse beliefs and practices in Islam and explaining how Muslims put their faith into action.</p> <p>Investigate the symbols worn and special journeys made by Muslim and how they are received in the modern world.</p> <p>Examine and evaluate the importance of charity, prayer and fasting to Muslims.</p> <p>Make links between key Islamic beliefs and actions and explain the impact on the lives of believers and the challenges of keeping the Five Pillars in a secular or different culture.</p> <p>Discuss debate, analyse and evaluate different arguments from religion and belief in respect of the wearing of the Hijab, Niqab or Burka by some Muslim women in the 21st century.</p> <p>Analyse and explain what Islamophobia is and explain the reasons for it and the impact on the Islamic community</p> <p>Describe and explain the significant features of Muslim , such as rites of passage, family and festival celebrations.</p>	<p>The understanding of the Sikh belief and practices develops cultural capital for life in a diverse Britain.</p> <p>Knowledge of issues arising from different beliefs about God and community help in debates about such issues in future life.</p> <p>Understanding the impact of belief and practices about community and belonging help pupils to reflect on their own identity and sense of belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Reflect on values and beliefs in respect of Zakat, and caring for others.</p> <p>Moral: Explore the challenges the Islamic faith faces in a secular society, especially in respect of traditional dress.</p> <p>Social: Explore the impact of the Five Pillars on a Muslim's daily life.</p> <p>Cultural: Compare and contrast the Quran as a sources of authority and how this impacts on Muslim's in a religious and non religious society.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>
	1. Introduction to Islam: What do Muslims believe? What is it like to be a Muslim in modern Britain?				
	2. What are the Five Pillars of Islam?				
	3. What is Halal and Haram and why is it important to Muslims?				
	4. What is a mosque like?				
	5. Sources of Authority – What is the Qur'an and why is it important today?				
	6. Contemporary issue: why do Muslim women wear a Hijab?				
	7. Case Study: Who was Malcom X?				
8. Assessment					

## YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b>8C. Relationships and Sex Education (RSE):</b></p> <p><b><u>ONLINE AND MEDIA</u></b></p> <ol style="list-style-type: none"> <li>1. Social Media</li> <li>2. Screen Time</li> <li>3. Selfies and Sharing</li> <li>4. Pornography and indecent images</li> <li>5. Digital Footprint</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Pornography</li> <li>• Grooming</li> <li>• Personal Digital Material</li> <li>• Data collection, sharing and use.</li> <li>• Digital footprint</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop and reflect on the issues and impact of social media on individuals, friends and families.</p> <p>Moral: Apply knowledge and the law to pornography and indecent images.</p> <p>Social: Explore the impact of unsafe and unhealthy use of online and media platforms.</p> <p>Cultural: Explore the impact of online and media platforms on society.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to individual liberty and the rule of law. Other British Values are also evident in this unit.</p>

# YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>8D. Religious Education</u></b></p> <p><b><u>How do people respond to Ultimate Questions?</u></b></p> <ul style="list-style-type: none"> <li>• What is an ultimate question?</li> <li>• What concepts from religion and belief can be applied?</li> <li>• How can we respond to ultimate questions.</li> <li>• How doe ultimate questions influence individuals, communities, society and the law.</li> </ul>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Design</li> <li>• Evil</li> <li>• Reason</li> <li>• Science</li> <li>• Suffering</li> <li>• Ultimate Question</li> <li>• Atheist</li> <li>• Agnostic</li> <li>• Theist.</li> </ul>	<p>Enquire and research into a diverse range of ultimate questions.</p> <p>Examine and evaluate the impact of ultimate questions to key religious and secular concepts.</p> <p>Discuss debate, analyse and evaluate the responses to ultimate questions, from religion and belief.</p> <p>Describe and explain the significance of some ultimate questions to 'big' questions surrounding the origin of the universe and origins of evil.</p> <p>Comparing similarities and differences between religions.</p> <p>Explore, describe and evaluate the impact of ultimate questions in the modern world.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to ultimate questions, sharing them with others</p>	<p>The understanding of the potential impact of ultimate questions on personal belief and practice in a religious and non-religious society.</p> <p>Knowledge of ultimate questions such 'How did the world begin?' Consider religious teachings and scientific theories on how the world began. Look at literalist and non-literalist interpretations of the Creation stories.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to ultimate questions.</p> <p>Moral: Evaluate the responses to ultimate questions from religion and belief.</p> <p>Social: Explore how different faith communities respond to ultimate questions.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring answers to ultimate questions.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights the freedom and liberty to choose chose between religious and non-religious or scientific theories to explain the 'big questions'. It also promotes mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b>8E. Religious Education:</b></p> <p><u>Spirited Arts</u></p> <ol style="list-style-type: none"> <li>1. God in Art 1</li> <li>2. God in Art 2</li> <li>3. God in Music 1</li> <li>4. Project</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Faith</li> <li>• Art</li> <li>• Music</li> <li>• Worship.</li> <li>• Belief</li> </ul>	<p>Enquire and research into a diverse range of ultimate questions.</p> <p>Examine and evaluate the impact of ultimate questions to key religious and secular concepts.</p> <p>Discuss debate, analyse and evaluate the responses to ultimate questions, from religion and belief.</p> <p>Describe and explain the significance of some ultimate questions to 'big' questions surrounding the origin of the universe and origins of evil.</p> <p>Comparing similarities and differences between religions.</p> <p>Explore, describe and evaluate the impact of ultimate questions in the modern world.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to ultimate questions, sharing them with others</p>	<p>The understanding of the potential impact of ultimate questions on personal belief and practice in a religious and non-religious society.</p> <p>Knowledge of ultimate questions such 'How did the world begin?' Consider religious teachings and scientific theories on how the world began. Look at literalist and non-literalist interpretations of the Creation stories.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Explore and express personal spirituality and creativity through art.</p> <p>Moral: Explore the rights and wrongs of using images in worship.</p> <p>Social: Enquire into the place and function of art in religious worship.</p> <p>Cultural: Explore the cultural influences on religious art</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith through artistic expression in its various forms. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b>8F. Relationships and Sex Education (RSE):</b></p> <p><b><u>IDENTITY, STEREOTYPES AND EQUALITY.</u></b></p> <p><b><u>SPECTRUM CIC</u></b></p> <ol style="list-style-type: none"> <li>1. Identity and respect</li> <li>2. Stereotypes</li> <li>3. Equality (including the protected characteristics Equality Act 2010)</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Stereotype</b></li> <li>• <b>Prejudice</b></li> <li>• <b>Discrimination</b></li> <li>• <b>Equality</b></li> <li>• <b>Characteristics</b></li> <li>• <b>Equality Act 2010</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop and Reflect on the characteristics of positive and healthy friendships (in all contexts.</p> <p>Moral: Apply Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Social: Explore the impact of prejudice and discrimination against those with protected characterises.</p> <p>Cultural: Explore how identity, stereotypes and issues of equality mirror the cultural trends of society.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>



# YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><b><u>8G. Religious Education</u></b></p> <p><b><u>What does it mean to be Buddhist?</u></b></p> <p>1. Introduction to Buddhism:            a. How did Buddhism begin?            b. Why is the Buddha important as a founder?</p> <p>2. Suffering: What are the Four Noble Truths and do they explain worldwide suffering?</p> <p>3. Middle Way: What is the Eightfold Path and how does it affect the life of Buddhists?</p> <p>4. Can the Five Precepts be applied to daily life?</p> <p>5. Buddhists Temples: What do Buddhist Temples look like and how are they used?</p> <p>6. Case Study</p> <p>7. Assessment.</p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Belief</li> <li>• Faith</li> <li>• Practices</li> <li>• Reincarnation</li> <li>• Rites of Passage</li> <li>• Meditation</li> <li>• Puja</li> <li>• Mantras</li> <li>•</li> </ul>	<p>Enquire and research into diverse beliefs and practices of Buddhism.</p> <p>Investigate the relationship of Buddhist belief and the modern world.</p> <p>Examine and evaluate the importance of Buddhist worship, symbolism and ideas about meaning in a religious and non-religious society.</p> <p>Comparing similarities and differences between religions.</p> <p>Describe and explain the significant features of Buddhist, such as rites of passage, family and festival celebrations.</p> <p>Discuss, debate, analyse and evaluate the Buddhist beliefs in the Four Noble Truths and Eightfold Path as an explanation for suffering in the world.</p> <p>Demonstrate religious literacy in discussion, debate and expression of reasoned opinions when referring to key religious teachings, concepts and practices in Buddhism.</p> <p>Use appropriate religious vocabulary in context such as Buddhist, Buddhism, meditation, puja, mantras etc.</p>	<p>The understanding of Buddhist belief and practices develops cultural capital for life in a diverse Britain.</p> <p>Knowledge of issues airing from different beliefs about God develop understanding to help in debates about such issues in future life.</p> <p>Understanding the impact of belief and practices on a modern country enables pupils to reflect on their own country and how it is affected by such issues.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Reflect on greed and selfishness and its impact and consequences.</p> <p>Moral: Apply the five moral precepts of Buddhism to a current moral issue.</p> <p>Social: Explore the impact of Buddhist belief and practice and how it impacts on daily life.</p> <p>Cultural: Explore diversity within the Buddhist faith</p> <p><b><u>BV:.</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><b><u>9A. Relationships and Sex Education:</u></b></p> <p><b><u>BEING SAFE</u></b></p> <ol style="list-style-type: none"> <li>1. Choices: consent</li> <li>2. Coercive Relationships: Case study - Is this coercive control? (BBC)</li> <li>3. FGM</li> <li>4. Forced marriage and honour-based violence</li> <li>5. Stereotypes: gender identity and hate crimes</li> <li>6. Stereotypes: violence against women and girls</li> <li>7. Child Sexual Exploitation</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Coercive behaviour</li> <li>• Abuse</li> <li>• Control</li> <li>• Mutilation</li> <li>• Identity</li> <li>• Stereotype</li> <li>• Exploitation</li> <li>• Force</li> <li>• Honour</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop a knowledge of the long term impact of abuses on the individual.</p> <p>Moral: Apply the law to different scenarios surrounding thee issues, particularly coercive control.</p> <p>Social: Explore the impact of unsafe and abuse behaviours on individuals.</p> <p>Cultural: Explore how different cultural influences impact wider society.</p> <p><b><u>BV.:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>9B. Religious Education:</u></b></p> <p><u>Religion and Global Issues</u> - <u>Animals and the Environment</u></p> <ol style="list-style-type: none"> <li>1. Introduction:               <ol style="list-style-type: none"> <li>a. What are Animal Rights?</li> <li>b. Do animals really have rights?</li> </ol> </li> <li>2. What's the point of a zoo?</li> <li>3. What is the impact of human activity? Caring for Planet Earth</li> <li>4. What is the impact of modern lifestyles on the planet?</li> <li>5. Case Study: Is bullfighting a sport?</li> <li>6. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Responsibilities</li> <li>• Entertainment</li> <li>• Education</li> <li>• Cruelty</li> <li>• Environment</li> <li>• Pollution</li> <li>• Blood Sport</li> </ul>	<p>Enquire and research into animals rights as a specific issue with a global impact.</p> <p>Examine and evaluate the impact of human activity on animals and the global environment.</p> <p>Discuss debate, analyse and evaluate the religious and non-religious responses to this issue.</p> <p>Describe and explain the significance of animal rights and the environment to 'big' questions surrounding human existence.</p> <p>Explore, describe and evaluate the impact of human activity on the planet.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to key issues about animals and the environment.</p>	<p>The understanding of the potential impact of mistreatment of animals and the environment on personal belief and practice in a religious and non-religious society.</p> <p>Gain an knowledge of the key issues surrounding animals and the environment and consider religious teachings.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about animals and the environment.</p> <p>Moral: Evaluate the responses to this global issues from religion and belief.</p> <p>Social: Explore how different faith communities respond to the issues.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring answers to global issues.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b><u>9C.1. Relationships and Sex Education (RSE)</u></b></p> <p><b><u>RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS</u></b></p> <ol style="list-style-type: none"> <li>1. Friendships</li> <li>2. Trust in Families and Conflict</li> <li>3. Domestic Violence</li> <li>4. Cyber-bullying</li> <li>5. Stereotypes and Harassment: sexism</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Trust</li> <li>• Abuse</li> <li>• Stereotype</li> <li>• Harassment</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop and reflect on modern families and relationships and the effect they have on individuals.</p> <p>Moral: Apply the knowledge to different scenarios around the issue.</p> <p>Social: Explore the impact of unsafe and unhealthy relationships on individuals and families.</p> <p>Cultural: Explore how these issues reflect the cultural trends of society.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

## YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>9C.2. Health Education:</u></b></p> <p><b><u>INTERNET SAFETY AND HARM</u></b></p> <ol style="list-style-type: none"> <li>1. Image – real vs fake</li> <li>2. Online Gambling and Debt</li> <li>3. Internet Safety and the ‘Dark Web’.</li> <li>4. Cyber-crime and online fraud.</li> <li>5. Harmful behaviours – cyber-bullying</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Digital</li> <li>• Debt</li> <li>• Internet</li> <li>• Fraud</li> <li>• Scam</li> <li>• Harassment</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop an understanding of risks associated with online activities and the impact of them on individuals, friends and families.</p> <p>Moral: Apply knowledge and understanding to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of unsafe use of social media and the internet.</p> <p>Cultural: Explore how Internet harm can sometimes reflect cultural trends of society.</p> <p><b><u>BV:.</u></b></p> <p>This unit directly links to the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><b><u>9D. Religious Education</u></b></p> <p><b><u>What does it mean to be Jewish?</u></b></p> <p>1. Introduction to Judaism:            a. Where did Judaism begin?            b. What is it like to be Jewish in modern Britain?</p> <p>2. Why is Jerusalem so important to Jews?</p> <p>3. What are the Jewish holy texts and what do they say?</p> <p>4. What is the most important day of the week for Jews?</p> <p>5. Why and how do Jews celebrate their most important festivals?</p> <p>6. Case Study: How did one man smash the Orthodox Jewish stereotype?</p> <p>7. Assessment</p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Celebration</li> <li>• Diversity</li> <li>• Holocaust</li> <li>• Rites of passage</li> <li>• Symbols</li> <li>• Identity</li> <li>• Shabbat</li> <li>• Kosher</li> </ul>	<p>Enquire and research into diverse beliefs and practices.</p> <p>Investigate anti-Semitism and how its impact on the Jewish community, past and present.</p> <p>Reflect on personal thoughts, feelings with regard to anti-Semitism and the events of the Holocaust.</p> <p>Identify and explain diversity within the Jewish community and the reasons for it.</p> <p>Discuss debate, analyse and evaluate the role of sacred texts as a source of authority in the modern world.</p> <p>the synagogue and the home in Jewish life and worship.</p> <p>Demonstrate religious literacy in discussion, debate and expression of reasoned opinions when referring to key religious teachings, concepts and practices in Judaism.</p> <p>Comparing similarities and differences between religions.</p>	<p>The understanding of the features and impact of belief and practice on Jewish life are vital to religious understanding and for later study in GCSE.</p> <p>Knowledge of issues such as anti-Semitism and the Holocaust provide cultural points of reference to enable pupils to understand issues of discrimination in the past and present.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>The unit provides a basis of knowledge that will be developed and used at GCSE.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Respond to the events of the Holocaust and express personal thoughts and feelings.</p> <p>Moral: Explore the roles of men and women in the Jewish faith.</p> <p>Social: Explore the role and importance of the family and the home in Judaism.</p> <p>Cultural: Explore diversity within the Jewish faith and the influence of culture on belief and practice.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

## YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>9E. Relationships and Sex Education (RSE);</u></b></p> <p><b><u>RELATIONSHIPS AND CONSENT, RISK TAKING BEHAVIOURS, CONTRACEPTION, SEXUAL HEALTH.</u></b></p> <p><b>Spectrum CIC</b></p> <ol style="list-style-type: none"> <li>1. Relationships and Consent</li> <li>2. Risk Taking Behaviours</li> <li>3. Contraception</li> <li>4. Sexual Health</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Consent</b></li> <li>• <b>Contraception</b></li> <li>• <b>Consequences</b></li> <li>• <b>Capacity</b></li> <li>• <b>Exploitation</b></li> <li>• <b>Choice</b></li> <li>• <b>Capacity</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop an understanding of contraception and STIs to individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue, in particular consent.</p> <p>Social: Explore the impact of unsafe and unhealthy behaviours and their long term consequences.</p> <p>Cultural: Explore how these issue often attract mirror the cultural trends.</p> <p><b><u>BV:.</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><b>9F. Religious Education</b></p> <p><b><u>What does it mean to be a Christian?</u></b></p> <ol style="list-style-type: none"> <li>1. Christian Diversity</li> <li>2. The Church</li> <li>3. Worship</li> <li>4. Prayer</li> <li>5. The Bible</li> <li>6. Case Study: women in the church</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Belief</li> <li>• Faith</li> <li>• Practices</li> <li>• Eucharist/Communion</li> <li>• Private prayer</li> <li>• Public prayer</li> <li>• Gospel</li> <li>• Meditation</li> </ul>	<p>Analysis of the distinctive features of Christianity with reference to its beliefs and traditions.</p> <p>Investigation, analyse and explain the distinctive elements of Christian worship.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Discuss debate, analyse and evaluate the influence of religion and belief with regard to a current or moral issue in Christianity such as the controversial issue of women priests.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p> <p>Development and use of religious literacy and vocabulary in context such as Altar, Pulpit, Lectern, Font, Baptistry, Prayer, Sermon, Eucharist, Bible etc.</p>	<p>The features of the six major world religious are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identify and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Explore the meaning and value of prayer and share personal experiences.</p> <p>Moral: Explore the role of women in the church.</p> <p>Social: Research aspects of the Christian lifestyle and make links between beliefs and practice.</p> <p>Cultural: Reflect on the influence of Christianity on British culture, past and present.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>



# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b><u>10A. Religious Education</u></b></p> <p><b><u>Religion, Crime and Punishment</u></b></p> <p>1. What are the different types of crime and what are their causes?</p> <p>2. Why does society punish law breakers?</p> <p>3. What is the death penalty and why is it still used in some countries? (1 of 2)</p> <p>4. What is the death penalty and why is it still used in some countries? (2 of 2)</p> <p>5. Case Study: Derek Bentley –</p> <p>6. Was Corporal Punishment effective in the UK?</p> <p>7. Assessment</p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Aim(s) of Punishment</li> <li>• Retribution</li> <li>• Reformation</li> <li>• Deterrence</li> <li>• Protection</li> <li>• Vindication.</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, crime and punishment.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the death penalty in the modern world.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about crime and punishment.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights several aspects of British Values, in particular the rule of law and individual liberty. Other British Values are also evident in this unit.</p>

# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b>10B. Relationships and Sex Education:</b></p> <p><b>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (1).</b></p> <ol style="list-style-type: none"> <li>1. Choice: consent, delay, sexual pressure</li> <li>2. Friendships and intimate relationships</li> <li>3. Coercive Control</li> </ol>	<p><u><b>Key concepts and vocabulary:</b></u></p> <ul style="list-style-type: none"> <li>• Intimate</li> <li>• Choices</li> <li>• Delay</li> <li>• Pressure</li> <li>• Harassment</li> <li>• Coercive Control</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b>SMSC:</b></p> <p><b>Spiritual:</b> Develop an understanding of benefits and dangers associated with intimate relationships.</p> <p><b>Moral:</b> Apply the law to different scenarios surrounding the issue, in particular consent and coercive control.</p> <p><b>Social:</b> Explore the impact of unsafe and unhealthy intimate relationships and their long term consequences.</p> <p><b>Cultural:</b> Explore how these issues often attract mirror the cultural trends.</p> <p><b>BV:.</b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<b>Term 2</b>	<p><b><u>10C. Religious Education :</u></b></p> <p><b><u>Religion, Peace and Conflict</u></b></p>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Conflict/war</li> <li>• Thomas Aquinas</li> <li>• Destruction</li> <li>• Terrorism</li> <li>• Refugee</li> <li>• Pacifism</li> </ul>	<p>Developing active citizenship and religious literacy.</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious and cultural attitudes to ethical issues</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal values and beliefs</p>	<p>The features of the six major world religions are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identity and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, peace and conflict in the modern world.</p> <p>Moral: Evaluate the responses to the issues such as the use of the use of Weapons of Mass Destruction (WMDs).</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about peace and conflict.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights several aspects of British Values, in particular the rule of law, individual liberty and democracy. Other British Values are also evident in this unit.</p>
	1. Introduction to Peace and conflict				
	2. What is the Just War Theory?				
	3. What are WMDs and why are they so dangerous?				
	4. What is terrorism and can it be stopped?				
	5. Who should take care of refugees and the victims of war?				
	6. Christian Charities				
7. Case Study: What is pacifism?					

# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b>10D. Relationships and Sex Education:</b></p> <p><b>CONTRACEPTION, AND STIs RECAP, NEGOTIATING CONSENT.</b></p> <p><b>(Spectrum CIC)</b></p> <ol style="list-style-type: none"> <li>1. Contraception</li> <li>2. STIs</li> <li>3. Negotiating Consent</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Consequences</li> <li>• Infection</li> <li>• Consent</li> <li>• Capacity</li> <li>• Contraception</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop an understanding of contraception, STIs and consent.</p> <p>Moral: Apply the law to different scenarios surrounding the issue, in particular consent.</p> <p>Social: Explore the impact of unsafe behaviours and their long term consequences.</p> <p>Cultural: Explore how these issues often attract mirror the cultural trends.</p> <p><b><u>BV:.</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b>10E. <u>Religious Education:</u></b> <b><u>Relationships and Families</u></b></p> <ol style="list-style-type: none"> <li>1. Human sexuality including: heterosexual and homosexual relationships.</li> <li>2. The nature and purpose of marriage.</li> <li>3. Same-sex marriage and cohabitation.</li> <li>4. Divorce, including reasons for divorce, and remarrying.</li> <li>5. The nature of families, including: the role of parents and children, extended families and the nuclear family.</li> <li>6. The purpose of families and contemporary issues, including: procreation, stability, same-sex parents, polygamy.</li> <li>7. The roles of men and women and gender equality</li> <li>8. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Contraception.</li> <li>• Homosexual</li> <li>• Heterosexual</li> <li>• Sex</li> <li>• Sexuality</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Cohabitation</li> <li>• Remarrying.</li> <li>• Sanctity of marriage vows</li> <li>• Gender equality</li> <li>• Extended family</li> <li>• Nuclear family</li> <li>• Procreation</li> <li>• Polygamy.</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b> Spiritual: Give opinions and share beliefs and responses to issues about relationships and families.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the same sex marriage, divorce and re-marriage.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about relationships and families.</p> <p><b><u>BV:</u></b> This unit highlights several aspects of British Values, in particular the individual liberty and mutual respect. Other British Values are also evident in this unit.</p>

# YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<b>Term 1</b>	<p><b><u>10F. Religious Education:</u></b></p> <p><b><u>The Existence of God and Revelation.</u></b></p> <ol style="list-style-type: none"> <li>1. Visions, miracles and revelation.</li> <li>2. The Design</li> <li>3. The first Cause Argument</li> <li>4. Evil and Suffering</li> <li>5. Arguments based on Science</li> <li>6. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Visions</li> <li>• Miracles</li> <li>• Revelation.</li> <li>• Philosophy</li> <li>• The Design argument</li> <li>• The First Cause argument</li> <li>• Evil</li> <li>• Suffering</li> <li>• Divine</li> <li>• Enlightenment</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Personal</li> <li>• Impersonal</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the existence of God and revelations.</p> <p>Moral: Evaluate the responses to the issues such as the arguments surrounding the existence of God.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about the existence of God and revelation.</p> <p><b><u>BV:</u></b></p> <p>This unit highlights the freedom and liberty to choose between religious and non-religious or scientific theories to explain the 'big questions'. It also promotes mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

# YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b>11A. Living in a Wider World:</b></p> <p><b><u>WORK AND CAREERS 1</u></b></p> <ol style="list-style-type: none"> <li>1. Personality Test (animal traits), Careers Information, Advice and Support</li> <li>2. Life Beyond School – colleges and their courses.</li> <li>3. Personal Statements 1.</li> <li>4. Personal Statements 2</li> <li>5. Online Presence and Personal Branding</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics</b></li> <li>• <b>Career</b></li> <li>• <b>Application</b></li> <li>• <b>Interview</b></li> <li>• <b>Business-like</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of a desired career path, how to achieve it and the potential impact on life after school.</p> <p><b><u>BV:.</u></b> This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b><u>11B.Religious Education:</u></b></p> <p><b><u>Religion, Human Rights and Social Justice.</u></b></p> <ol style="list-style-type: none"> <li>1. Prejudice and discrimination in religion and belief</li> <li>2. Issues of equality, freedom of religion and belief</li> <li>3. Social justice and racial prejudice and discrimination</li> <li>4. The status of women in religion</li> <li>5. Assessment</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Status of women</li> <li>• Wealth.</li> <li>• Religious expression</li> <li>• Human rights</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Equality</li> <li>• Freedom of religion including freedom of religious expression.</li> <li>• Responsibilities</li> <li>• Rights</li> <li>• Social justice.</li> <li>• Ethics</li> <li>• Wealth</li> <li>• Poverty</li> <li>• Exploitation</li> <li>• Fair pay</li> <li>• Interest</li> <li>• Loans</li> <li>• People-trafficking.</li> <li>• Charity</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about human rights and social justice.</p> <p>Moral: Evaluate the responses to the issues such as the arguments surrounding the status an position of women in modern society.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about human rights and social justice.</p> <p><b><u>BV:</u></b></p> <p>This unit in particular individual liberty and the rule of law. Other British Values are also evident in this unit.</p>



# YEAR 11

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><b>11C. Living in a Wider World:</b></p> <p><b><u>WORK AND CAREERS 2</u></b></p> <ol style="list-style-type: none"> <li>1. CVs 1</li> <li>2. CVs 2</li> <li>3. College Application Preparation 1</li> <li>4. College Application Preparation 2</li> <li>5. Mock Interviews 1</li> <li>6. Mock Interviews 2</li> <li>7. Personal Plan (Careers Advisor).</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics</b></li> <li>• <b>Career</b></li> <li>• <b>Statement</b></li> <li>• <b>Employment</b></li> <li>• <b>Curriculum Vitae</b></li> <li>• <b>Business-like</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of a desired career path, how to achieve it and the potential impact on life after school.</p> <p><b><u>BV:.</u></b> This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

Term 1

# YEAR 11

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development	
Term 2	<p><b>11D. Health Education (HE):</b></p> <p><b><u>DRUGS, ALCOHOL AND TOBACCO</u></b></p> <ol style="list-style-type: none"> <li>Legal (including prescribed) and Illegal Drugs: physical and psychological risks; the Law</li> <li>Alcohol: risks, addiction, dangers and consequences.</li> <li>Tobacco: risks, addiction, dangers and consequences.</li> <li>Drugs and the Law</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Classification</b></li> <li>• <b>Prescribed</b></li> <li>• <b>Physical</b></li> <li>• <b>Psychological</b></li> <li>• <b>Choice</b></li> <li>• <b>Consequences</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop and reflect on the dangers of misusing drugs and the impact on individuals, friends and families.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of the misuse of drugs.</p> <p>Cultural: Explore the impact of drug abuse to society.</p> <p><b><u>BV:.</u></b></p> <p>This unit directly links to individual personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><b><u>11E. Religious Education:</u></b></p> <p><b><u>Drug Abuse</u></b></p> <ol style="list-style-type: none"> <li>1. Why is alcohol dangerous?</li> <li>2. Why is tobacco dangerous?</li> <li>3. What is the Law on drugs?</li> <li>4. What do religions think about drugs?</li> </ol>	<p><b><u>Key Knowledge, Concepts and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Capacity</li> <li>• Consequences</li> <li>• Classification</li> <li>• Authority</li> <li>• Religious beliefs and teachings</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, crime and punishment.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the death penalty in the modern world.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about crime and punishment.</p> <p><b><u>BV:</u></b></p> <p>This unit in particular individual liberty and the rule of law. Other British Values are also evident in this unit.</p>

# YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><b><u>11F. Relationships and Sex Education:</u></b></p> <p><b><u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (3).</u></b></p> <ol style="list-style-type: none"> <li>1. Fertility and Reproductive Health</li> <li>2. Sexual Pressure and Harassment</li> <li>3. Relationships break ups</li> <li>4. Risky Sexual Behaviour: drugs and alcohol</li> <li>5. Choices: consent, respect, loyalty and trust</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Fertility/infertility</li> <li>• Pressure</li> <li>• Harassment</li> <li>• Choice</li> <li>• Consequences</li> <li>• Consent</li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><b><u>SMSC:</u></b></p> <p>Spiritual: Develop an understanding of benefits and dangers associated with intimate relationships and sexual health.</p> <p>Moral: Apply knowledge to different scenarios surrounding the issue, in particular risky sexual behaviour and consent.</p> <p>Social: Explore the impact of unsafe and unhealthy intimate relationships and their long term consequences.</p> <p>Cultural: Explore how these issues often attract mirror the cultural trends.</p> <p><b><u>BV:</u></b></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

# YEAR 11

Term 3

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><b><u>11G. Living in a Wider World:</u></b></p> <p><b><u>REVISION AND STUDY SKILLS</u></b></p> <ol style="list-style-type: none"> <li>1. Mind Maps</li> <li>2. Flash Cards</li> <li>3. Graphic Organisers</li> <li>4. Exam Wrappers</li> <li>5. Past Questions</li> </ol>	<p><b><u>Key concepts and vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Cramming</b></li> <li>• <b>Difficulty (deliberate and distributed)</b></li> <li>• <b>Diet</b></li> <li>• <b>Dehydration</b></li> </ul>	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of different ways to revise and how students can get the best outcomes.</p> <p>BV:. This unit directly links to the personal liberty of individuals. Other British Values are also evident in this unit.</p>