

Subject Vision

Our vision for RS & PSHE at Ratton is to create a curriculum that is enriching and engaging for all students. We want to develop cultural capital through learning about a range of religions, cultures, beliefs and ideas. Students will learn to question the world around them and develop their own values. They will become critical thinkers who can debate today's issues in a respectful way. Students will also develop the knowledge and skills to keep themselves safe and healthy.

RS End Points

EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority

EP2: Demonstrate knowledge and understanding of other religious beliefs, practices and sources of authority (e.g., Buddhist, Muslim)

EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies

EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist)

EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs

EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence

EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt

RS Subject Domains of Knowledge

D1 Beliefs

D2 Practices

D3 Ethical and philosophical themes

RS Subject Key Concepts

C1 Theology

C2 Eschatology

C3 The origins

C4 Medical Ethics

C5 Relationships

C6 The family

C7 Equality

C8 Crime and punishment

C10 Peace and conflict

C12 Worship

C13 Places of worship

C14 Meditation

C15 Festivals

C16 The role of the Church

C17 Holy books

C18 Suffering

	<p>C19 Good and Evil C20 Enlightenment C21 Dhamma C23 Samsara C24 Forgiveness C25 Reconciliation C26 Prayer C27 Sacraments C28 Death C29 Atheism</p>
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Ethics (RS) Year 7 Medium Term Curriculum Plan

Units	Unit 1 RS Who was the Jesus?	Unit 2 RS What are the big questions in life?
Unit overview	Students will have an overview of the life of Jesus. They will study his claims about being the Messiah and God incarnate, together with a sample of his parables and miracles. They will learn why Jesus was considered a radical of his time. The topic concludes with exploring the meaning of the resurrection for Christians today.	Students will explore the reasons why we study religion, and they will study answers to ultimate questions such as ‘why do we suffer?’ and ‘what happens when we die?’ This topic should help students make links and connections with other people and develops their spirituality. Students should think about the reasons behind religious belief and how it impacts actions and the wider community.
Lesson Sequence	<ol style="list-style-type: none"> Who was Jesus? Students will learn about the life of Jesus through the Miracle Maker film and be able to describe at least 3 key events in his life. What is the meaning of Jesus’ parables? Students will explore the meaning of 3 of Jesus’ parables – The Good Samaritan, The Rich Man and Lazarus and the Parable of the Sheep and the Goats. 	<ol style="list-style-type: none"> What do we mean by big questions? Students will discuss a range of big philosophical questions e.g. is there a God? Is there life after death? Students will learn about and compare Christian and Buddhist beliefs about life after death. Why is there suffering? Christians will explore a Christian explanations for there being suffering in the world. Does suffering prove that God does not exist? Students will explore a humanist response to this question and consider whether they agree.

	<ol style="list-style-type: none"> 3. What do the miracles show Christians about Jesus? Students will explore different miracles that Jesus performed and consider their importance to Christians. 4. What does scripture teach about Jesus being the Messiah? Students will explore what different religions mean by 'messiah' and what Isaiah teaches about this. 5. What did Jesus do or say that caused trouble? Students will consider what characteristics Jesus' trouble making shows in relation to his miracles (benevolence and omnipotence) and his parables (wisdom). 6. Did Jesus really come back to life? To explore the evidence that there is for the resurrection of Christ and consider the importance of the resurrection of Christ for Christians. 7. How do Christians celebrate Jesus' resurrection? Students will explore how Jesus' resurrection is celebrated across the globe and consider what different items at Easter symbolise. 8. Assessment. Students will complete a written assessment. 	<ol style="list-style-type: none"> 5. What did the Buddha teach about suffering? Students will learn about the Four Noble Truths and the parable of the arrow as a way of explaining suffering from a Buddhist point of view. 6. What is happiness? Students will consider the meaning of happiness, whether it can be measured and what causes happiness. They will look at the 10 keys to happier living. 7. Should happiness be the purpose of life? Students will explore a humanist, Christian and Buddhist response to this question. 8. Assessment. Students will complete a written assessment.
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1 Beliefs</p> <p>C1 Theology C2 Eschatology C5 Relationships C7 Equality C8 Crime and punishment C12 Worship C13 Places of worship C15 Festivals C17 Holy books</p>	<p>D1 Beliefs D2 Practices D3 Ethical and philosophical themes</p> <p>C1 Theology C2 Eschatology C3 The origins C12 Worship C16 The role of the Church C17 Holy books C18 Suffering</p>

	<p>C18 Suffering C19 Good and Evil C24 Forgiveness C25 Reconciliation C26 Prayer C27 Sacraments</p>	<p>C19 Good and Evil C20 Enlightenment C23 Samsara C24 Forgiveness C26 Prayer C28 Death C29 Atheism</p>
KS4 End Points	<p>EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>	<p>EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority EP2: Demonstrate knowledge and understanding of Buddhist beliefs, practices and sources of authority EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist) EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The main events of Jesus' life, death and resurrection • Jesus' key teachings about loving thy neighbour • The parables of Jesus including the Good Samaritan and sheep and goats • Christian beliefs about life after death • Reasons why Jesus was considered radical 	<ul style="list-style-type: none"> • The difference between a question and an ultimate question • Christian beliefs about life after death • Buddhist beliefs about life after death • Humanist beliefs about life after death • The problem of evil • Christian views about suffering • Buddhist views about suffering • Humanist views about suffering • Definitions of happiness and what brings happiness • Christian attitudes to happiness

		<ul style="list-style-type: none"> • Buddhist attitudes to happiness • Humanist attitudes to happiness
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Explain the significance of key events in Jesus' life • Consider how relevant Jesus' teachings are in the modern world • Explain the meaning of some of Jesus' parables • Explain why the resurrection is important to Christians today • Can give examples to show how Jesus was radical • Evaluate whether the resurrection really happened • Give personal justified opinions on the above topics 	<ul style="list-style-type: none"> • Give examples of ultimate questions • Explain and compare the different beliefs about life after death • Start to explain how beliefs impact actions • Identify examples from current affairs that may pose a challenge to the existence of God • Explain Christian responses to suffering by referring to examples from the Bible • Explain Buddhist responses to suffering using key terms • Evaluate religious responses to suffering • Explain and compare different views about happiness • Evaluate the importance of happiness to different people/groups • Give personal justified opinions on the above topics
Developing T3 Literacy and Numeracy	Tier 2 Who was Jesus.docx Who was Jesus glossary.docx	Tier 2 big questions.docx Big questions glossary.docx
Assessment (Summative and Formative)	End of topic assessment	End of topic assessment
Links to Prior Learning	Students should have studied Jesus at KS2 – this will be quite mixed	This is the first RS topic in year 7. It is designed to assess their prior knowledge in order to address gaps and misconceptions, as well as introduce them to RS at Ratton.

<p>Next steps in learning</p>	<p>We will revisit many of the key beliefs and teachings within this topic across ks3 and ks4. It lays the foundation for the rest of their RS.</p>	<p>Yr 8 How far does it make a difference if you believe in life after death – Buddhist, Christian and humanist views revisited and then explored about the impact of believers Yr 8 the impact of beliefs about life after death Yr 9 non religious Britain – focusing on humanism Yr 10 Christian beliefs – exploring the problem of evil, eschatology Yr 8 Who was Buddha? Revisit and develop the key teachings of Buddha Yr 9 Buddhist art Yr 10 Buddhist beliefs – rebirth, four noble truths</p>
<p>Common Barriers to learning in this unit</p>	<p>NB – we have originally taught this topic in year 8 but from sept 22 have moved it to year 7. This is because we realise that it is more useful to teach this earlier on to help students access some of the topics this year from the local agreed syllabus. It is therefore also being taught to year 8 in 22/23 but will be replaced by a different topic the following year.</p> <p>Students are coming up from their primary schools with very different experiences of RS, therefore some students have very limited knowledge of Jesus. The first lesson aims to challenge any misconceptions and to assess prior knowledge. We use the Miracle Maker film as a starting point so that students can have an overview of the story of Jesus.</p>	<p>Students sometimes muddle up religions. A lack of knowledge about humanism. Students are not yet confident in the use of key terms such as theist, atheist and agnostic. This topic will really check student’s prior knowledge from primary schools.</p>

Units	Unit 3 RS Should Christians be greener than everyone else?	Unit 4 RS How are the milestones celebrated? As of 2024/25 this will be taught in year 7 only – due to changing the order of KS3 RS topics.
Unit overview	Students will study the account of creation in Genesis and explore what it means to Christians today. They will learn how Christians have used Genesis to guide them to be good stewards by looking after creation as individuals or a community. They will consider whether Christians have more of a duty or religious responsibility to care for the environment compared to others.	In this topic, students will explore the different ways significant moments of life are celebrated across a range of religious and humanist perspectives. They will learn about how the birth of a baby is celebrated, about Sikh initiation and Jewish Bar/Bat Mitzvahs, as well as marriage and how death is marked death. They will be asked to evaluate the meaning of the ceremonies.
Lesson Sequence	<ol style="list-style-type: none"> Should Christians be greener than everyone else? Students will learn about creation in Genesis and stewardship. Have humans looked after the earth? Students will learn about climate change and Greta Thunberg’s response. How can Christians be good stewards? Students will learn about practical Christian responses to climate change e.g. the Eco Church Awards. How do Buddhists respond to environmental challenges? Students will learn about why Buddhists should care about the planet. A humanist response to climate change. Students will learn about the humanist response to climate change and they will compare this with Christianity. Assessment. Students will write a response to the question ‘should Christians be greener than everyone else?’ 	<ol style="list-style-type: none"> Birth rites. Students will learn about how the birth of a baby is celebrated in Christianity and Judaism. Bar/Bat Mitzvah. Students will learn about the meaning of the coming of age ceremony for Jews. The 5Ks. Students will learn about the meaning of and importance of the 5Ks for Sikhs. Marriage. Students will learn about the symbolism at a Christian wedding ceremony. Death rites. Students will participate in a discussion lesson about different death rites across the world. Humanist ceremonies. Students will learn about humanist ceremonies including naming ceremonies, weddings and funerals and consider how they compare to religious ones. Revision. Students will prepare for their assessment. Assessment. Students will complete a written assessment.
Key Domains and	D1 Beliefs D2 Practices D3 Ethical and philosophical themes	D2 Practices C1 Theology

<p>Concepts taught in this Unit / Term</p>	<p>C1 Theology C3 The origins C4 Medical Ethics C5 Relationships C12 Worship C13 Places of worship C15 Festivals C16 The role of the Church</p>	<p>C2 Eschatology C3 The origins C5 Relationships C6 The family C12 Worship C13 Places of worship C15 Festivals C16 The role of the Church C17 Holy books C24 Forgiveness C26 Prayer C27 Sacraments C28 Death</p>
<p>KS4 End Points</p>	<p>EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist) EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>	<p>EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority EP2: Demonstrate knowledge and understanding of other religious beliefs, practices and sources of authority (Jewish, Sikh) EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist) EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>

Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The Genesis creation story • What is meant by stewardship and dominion • Examples of 'Green' Christian charities • The work of non-religious 'Green' charities and reasons why people do it • 	<ul style="list-style-type: none"> • Christian birth rites • Jewish birth rites • Jewish Bat/Bar Mitzvah • Sikh initiation ceremonies • Christian weddings/marriage • Humanist ceremonies • A range of death rites • The way religious believe impacts on these rites of passages
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Can explain how the creation story teaches the concepts of stewardship and dominion • Can explain using quotes why Christians choose to engage in 'green' activities • Can make links between Christian and non-religious 'green' charities • Can evaluate the value and impact of green charities • Can evaluate the role of religion when deciding to be more green • Can give person opinion and reflection on the environment and whether Christians have a more of a duty to look after the planet 	<ul style="list-style-type: none"> • Compare Jewish and Christian birth rites and consider their meaning • Explain what happens at a Jewish Bat/Bar Mitzvah and why • Explain the meaning of the Sikh 5Ks • Explain the meaning of a Christian wedding ceremony and what how it links to beliefs about marriage • Explain why birth ceremonies, weddings and funeral may still be important to humanists • Can explain the purpose of death rites by comparing different examples • Can explain how beliefs influence these ceremonies • Can evaluate the significance of rites of passage on individuals and communities today • Can give a personal response to whether we need rites of passage with justification for their view
Developing T3 Literacy and Numeracy	GLOSSARY Should Christians be greener than everyone else .docx	Tier 2 How are the milestones celebrated.docx Rite of passage glossary.docx
Assessment (Summative)	End of unit assessment Teams HW	End of unit assessment HW on teams

and Formative)		
Links to Prior Learning	Students should be familiar with the Christian creation story, however they will be looking at it from a different angle this time.	Students will now have learned some key beliefs about Christianity, Buddhism and Humanism. This topic draws on these beliefs and considers how these are followed by individuals and communities.
Next steps in learning	<p>Students will revisit stewardship and dominion in yr 11 Theme B</p> <p>They will also look at key SOFAs around being “made in the image of God” in yr 9 abortion lessons and again at GCSE Christian beliefs and in all themes.</p> <p>They will cover the environment in Geography in yr 8 and will revisit some of the examples introduced here</p>	<p>Rites of passages covered again in more depth at GCSE in Christian practices and Buddhist practices</p> <p>Humanist rites of passage, specifically funerals are revisited in yr 9 non-rel topic.</p>
Common Barriers to learning in this unit		Talking about death – can be a taboo, upsetting for students who are grieving for example

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PSHE End Points

- EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves.
- EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.
- EP3: Demonstrate knowledge and understanding of how to keep safe on-line.
- EP4: Demonstrate knowledge and understanding of the impact that substance misuse can have on physical and mental health.
- EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind.
- EP6: Develop their ability to evaluate risks to make healthy choices.
- EP7: Be confident in knowing where, when, and how to access support.
- EP8: To reflect on the attributes of healthy and unhealthy relationships.
- EP9: To be clear about the importance of consent in healthy relationships.
- EP10: To have the knowledge to make informed decisions about intimate relationships.
- E11: To be supported in deciding their next steps for post 16 life.
- E12: To demonstrate respect to others and embrace diversity.

PSHE Subject Domains of Knowledge

Health
Relationships education
Sex Education
Living in the wider world

PSHE Subject Key Concepts

Mental wellbeing
Internet safety
Physical health/fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention of harm
Basic first aid
Changing adolescent body

Families
Respectful relationships
Online and media
Being safe
Intimate and sexual relationships
Sexual health

Future preparedness

Careers and work related learning
Personal Identity

Ethics (PSHE) Year 7 Medium Term Curriculum Plan

Units	Unit 1 PSHE How to be successful at Ratton	Unit 2 PSHE Growing and changing
Unit overview	Students will be helped to settle into Ratton and feel more confident about the transition into secondary school. Lessons will include practical help with things like study skills and 'who do I go to' as well as issues around friends, social media and bullies. It will be based around the virtues of our school and deal directly with promoting Equal Opportunities. Students also learn about the importance of self-esteem in developing healthy relationships and ways that active participation in the school community will foster good self-esteem.	Students are given opportunities to build their emotional literacy. Students will explore their feelings and the way they can impact on others and how we can self-regulate our emotions. We will also look at how language and tone can create conflict or can be used to diffuse conflict. They will also consider how our non-verbal communication is important
Lesson Sequence	<ol style="list-style-type: none"> 1. Welcome to Ratton. Students will learn about the school virtues and what to expect at 'big school'. 2. Dealing with worries. Students will share some of the worries that year 7s might have and learn about the support we have here and who they can talk to for help. 3. Challenging bullying. Students consider why some people bully others and what to do if they get bullied or see bullying at school/online. 4. What is self-esteem and how do we build it? Students consider why having good self esteem is so important and then some strategies on improving self worth. 5. Challenging prejudice and discrimination. Students will explore examples of prejudice/stereotypes and discrimination and why it is not acceptable at Ratton. 	<ol style="list-style-type: none"> 1. Why are emotions sometimes tricky? Students consider the different ways we can express how we feel. 2. What changes during puberty? Part 1. Students learn about the way boys and girls bodies change and are reminded about private parts being private using the NSPCC Pantosaurus song. 3. What changes during puberty? Part 2. Students will learn about the practicalities around puberty, e.g. menstrual products, deodorant and shavers. 4. The power of sleep. Students will consider the impact poor/good sleep has on the mind and body and ways to improve poor sleep. 5. What does my body need to be healthy? Students will work in groups to learn about the important of diet, exercise and personal hygiene

		<p>6. Can I look after myself at home? Students will learn about the hazards at home and how to keep safe by risk assessing them.</p> <p>7. Can I keep myself safe when out and about? This lesson will be delivered by the East Sussex Fire and Rescue Service so may not be taught in the correct order.</p> <p>8. Q&A and proficiency test. Students will have the chance to ask anonymous questions which will then be answered by their teachers. They will complete their end of unit assessment.</p>
Key Domains and Concepts taught in this Unit / Term	<p>Relationships education Mental wellbeing Internet safety Physical health/fitness Respectful relationships Being Safe</p>	<p>Relationships education Mental wellbeing Internet safety Physical health/fitness Families Respectful relationships Online and media</p>
KS4 End Points	<p>EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves.</p> <p>EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.</p> <p>EP3: Demonstrate knowledge and understanding of how to keep safe online.</p> <p>EP7: Be confident in knowing where, when, and how to access support</p> <p>EP8: To reflect on the attributes of healthy and unhealthy relationships</p>	<p>EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves</p> <p>EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.</p> <p>EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind</p>

Declarative Knowledge (Students should know)	<p>Recognising different types of bullying including cyber bullying Know why bullying happens and think about the intentions of people who bully in order to find ways to challenge it. Know where they can get support if they are involved in bullying behaviour or have been bullied. Students will know what the Ratton Virtues are and how they help us thrive.</p>	<p>Know the changes people might face throughout puberty Know why these changes happen To know the basics of good nutrition, sleep and exercise To know the importance of personal hygiene To know basics of personal safety (delivered by ESFRS)</p>
Procedural Knowledge (Students should be able to do)	<p>Explain ways to build resilience. Demonstrate the Ratton virtues</p>	<p>Increase their confidence in explaining the changing adolescent body Identify healthy choices for maintaining emotional health and wellbeing. To demonstrate that they identify risk factors for personal safety and ways to mitigate that risk</p>
Developing T3 Literacy and Numeracy	<p>Dual coding of virtues Year 7 PSHE glossary.docx</p>	<p>Year 7 PSHE glossary.docx</p>
Assessment (Summative and Formative)	<p>Proficiency Test</p>	<p>Proficiency test</p>
Links to Prior Learning	<p>This is their first topic in year 7</p>	<p>The topic will cover areas that should have been taught in KS2.</p>
Next steps in learning	<p>Spiral to Diverse families topic (term 3) Spiral to RSHE year 8 (term 6)</p>	<p>Spiral to Keeping safe (term 6) Well-being year 8 (term 3) RSHE year 8 (term 6)</p>
Common Barriers to learning in this unit	<p>Students oversharing personal info and taking up time. Be clear about referring back to the ground rule of no personal stories.</p>	<p>Students can find the topic awkward- ensure ice breakers and reassure them that they can ask questions.</p>

Units	Unit 3 PSHE Diversity	Unit 4 PSHE Keeping Safe- including Drugs, alcohol and tobacco education
Unit overview	Students explore issues of identity and diversity by looking at all the different styles of family we have. They will consider issues around prejudice and discrimination. They will continue to develop respectful attitudes towards all people and individual liberty. They will consider the behaviours that healthy relationships need and how they are demonstrated in families.	Students explore the different ways smoking and alcohol is harmful to the individual and the wider community. Students will have the knowledge they need to make informed decisions about smoking and alcohol and the risks involved.
Lesson Sequence	<ol style="list-style-type: none"> 1. What is diversity? In what ways are families diverse? Students will learn about the different types of families and will reflect on their own family type. 2. What are the signs of healthy relationships? Students will learn about the importance of respect in relationships and what to do if a relationship is unhealthy/negative. 3. Challenging racism. Students will look at examples of racism and then watch the 'show racism the red card' to understanding why we should not tolerate racist behaviour or racist language. 4. What does the media tell us about gender roles? Students will explore gender stereotypes and discuss how they could be harmful. They will consider how these are shown or challenged in films. 	<ol style="list-style-type: none"> 1. What are drugs? Students will learn about different types of drugs, how they affect the body and why some people might take them. 2. What the harms associated with smoking? Students will learn about the dangers of smoking and vaping. They will consider why less people are smoking now. 3. What are the harms associated with alcohol? Students will learn about the risks involved in alcohol such as being involved in an accident, causing a house fire and liver damage. 4. First aid Part 1. Students will learn about the DR.ABC strategy. 5. First Aid Part 2. Students will learn what to do is someone is having an asthma attack, an allergic reaction or has burnt themselves. 6. Revise and assess. Students will review their learning and do a PSHE proficiency test.

Key Domains and Concepts taught in this Unit / Term	<p>Families Respectful relationships Being safe</p> <p>Personal Identity</p>	<p>Drugs, alcohol and tobacco Health and prevention of harm Basic first aid Being safe</p>
KS4 End Points	<p>EP7: Be confident in knowing where, when, and how to access support</p> <p>EP8: To reflect on the attributes of healthy and unhealthy relationship</p> <p>E12: To demonstrate respect to others and embrace diversity</p>	<p>EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves</p> <p>EP4: Demonstrate knowledge and understanding of the impact that substance misuse can have on physical and mental health</p> <p>EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind</p> <p>EP6: Develop their ability to evaluate risks to make healthy choices</p> <p>EP7: Be confident in knowing where, when, and how to access support</p>
Declarative Knowledge (Students should know)	<p>The types of family types in 21st century Britain</p> <p>Know the difference between prejudice and discrimination</p> <p>Know how racism effects people</p> <p>Know how gender is represented in the media</p>	<p>Students will know what a drug is</p> <p>Students will know the risks associated with alcohol and smoking</p> <p>Student will consider the specific risks of drugs, alcohol and tobacco on adolescents</p> <p>Students will know basic first aid for an unresponsive person</p> <p>Students will know basic first aid for a range of common injuries</p>
Procedural Knowledge (Students should be able to do)	<p>Can identify what make family relationships healthy or unhealthy.</p> <p>Be able to signpost where students can turn to for help around issues of discrimination</p>	<p>Explain a variety of risks associate with Drugs, alcohol and tobacco</p> <p>Be able to sign post where adolescents can access support services</p>

Developing T3 Literacy and Numeracy	Key term and recap quizzes in each lesson. Year 7 PSHE glossary.docx	Year 7 PSHE glossary.docx
Assessment (Summative and Formative)	Proficiency Test	Proficiency test
Links to Prior Learning	Links back to Virtues in Term 1	Link back to the Changes in Adolescent body topic
Next steps in learning	Links to Milestones in life Year 8 (term 2)	Spiral to Year 8 DATE (term 2)
Common Barriers to learning in this unit	Remembering the difference between prejudice and discrimination.	Social norms- student often over-estimate what other students have done.