

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 8 Medium Term Curriculum Plan

Units	Unit 1 RS Why don't Hindus want to be reincarnated?	Unit 2 RS Who was the Buddha?
Unit overview	In this topic, students will learn about the key beliefs such as karma, moksha and samsara, and how these impact on the lives of Hindus. They will consider how these beliefs may guide moral behaviour, e.g. choosing to be vegetarian and living a non-violent life. This topic will include learning about a key sacred text – The Ramayana. This will lead students into being about to explain why Hindus do not want to be reincarnated.	In this topic students will explore the birth story of Siddhartha Gotama and his upbringing. Students will go on to learn how his experience of the world influenced his thinking and his search for a solution to suffering. Students will cover the Four Noble Truths, the Five Precepts and conclude with understanding the events and beliefs around the Buddha's death
Lesson Sequence	<ol style="list-style-type: none"> 1. Intro to Hinduism. Students will explore some statistics about Hinduism in Britain and learn about why Indian Hindus immigrated to Britain. 2. Hindu world view. Students will learn about the man in the well story and what that tells us about Hindu beliefs. 3. What are the most important Hindu beliefs and why? Students will learn about karma and beliefs about the afterlife. 	<ol style="list-style-type: none"> 1. The early life of the Buddha. Students will learn what happened during Buddha's early life including the four sights. 2. A prince becomes Buddha. Students will learn how Siddhartha became enlightened and what he learned including the three marks of existence.

	<p>4. Escape from samsara. Students will learn about Hindu practices such as types of yoga to help them escape samsara.</p> <p>5. What are the goals of Hindus? Students will learn about the 4 Hindu aims of life and will finish with a Ganesh reflection.</p> <p>6. Hindu scripture. Students will learn about the epic Ramayana and what this teaches Hindus today.</p> <p>7. Hindus in Britain. Students will learn about Gandhi's teaching of ahimsa and how this influences Hindus today.</p> <p>8. Assessment. Students will complete a written assessment.</p>	<p>3. The Four Noble Truths. Students will learn about the cause of suffering and how to end suffering according to the Buddhist dhamma.</p> <p>4. The Eightfold Path. Students will learn why putting the eightfold path into practise might help reduce suffering in the world.</p> <p>5. The Five Moral Precepts. Students will learn about the moral guidelines Buddha taught his followers.</p> <p>6. The Wheel of life. Students will learn what Buddhists believe about life after death and how that is shown on the wheel of life.</p> <p>7. Revision. Students will prepare for their assessment.</p> <p>8. Assessment. Students will complete a written assessment.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1 Beliefs D2 Practices</p> <p>C1 Theology C12 Worship C13 Places of worship C14 Meditation C15 Festivals C17 Holy books C18 Suffering C19 Good and Evil C23 Samsara C28 Death</p>	<p>D1 Beliefs D2 Practices</p> <p>C14 Meditation C17 Holy books C18 Suffering C19 Good and Evil C20 Enlightenment C21 Dhamma C23 Samsara C28 Death</p>
<p>KS4 End Points</p>	<p>EP2: Demonstrate knowledge and understanding of Hindu beliefs, practices and sources of authority</p>	<p>EP2: Demonstrate knowledge and understanding of Buddhist beliefs, practices and sources of authority</p>

	<p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p> <p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>	<p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p> <p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>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"> • Hindu beliefs about life after death • Hindu beliefs about the trimurti • The concept of ahimsa • How Hindus worship at home and in the temple 	<ul style="list-style-type: none"> • Key events in Buddha's life, including birth, life as an ascetic, leaving the palace and death • The Four Noble Truths as an answer to suffering • The Five moral precepts • Teachings about life, death and rebirth shown on the Tibetan wheel of life
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Can explain the meaning of the Ramayana and how it celebrated by Hindus today • Can explain why Hindus believe in ahimsa and what that looks like in real life examples • Can explain how beliefs about samsara and moksha influence Hindus in their daily life • Can compare these beliefs with other religious beliefs about life after death • Evaluate Hindu beliefs about samsara and moksha • Give personal justified opinions on the above topic 	<ul style="list-style-type: none"> • Can explain key events in Buddha's life and consider why they are important to Buddhists • Can explain how Buddhist teachings e.g. the 8 fold path influence Buddhists in their life • Can make links to other religious and non-religious ideas • Can evaluate the significance of Buddha's teachings on individuals and communities today • Can give a personal response to whether Buddha's teachings are useful with justification for their view
Developing T3 Literacy and Numeracy	<p>Need to amend this glossary</p> <p>Hinduism Glossary.docx</p> <p>Moksha</p>	<p>Who was Buddha glossary.docx</p>

	Samsara Karma Reincarnation Ramayana Ahimsa Dharma	
Assessment (Summative and Formative)	End of topic assessment Teams HW	End of unit assessment HW on teams
Links to Prior Learning	Students will have studied Sikhism in yr 7 and some Buddhism in yr 7 and 8. There are links between these 3 religions.	Buddhism will have been introduced in yr 7 big questions. There will also be links from the Sikhism topic .
Next steps in learning	Students will not study Hinduism again, however some of the concepts they learn about can be applied later on e.g ahimsa (Gandhi) when looking at activists in yr 9 and Theme D peace and conflict. Karma, reincarnation and moksha all have a clear link to Buddhist beliefs which will be a key part of student's further study.	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.
Common Barriers to learning in this unit	Possibly muddling up Sikhim, Hinduism and Buddhism. The difference between reincarnation and rebirth. Students always think Gandhi was Buddhist.	Pali terms e.g, anicca, anatta and dukkha (high challenge) Talking about suffering – can be triggering for some students

Units	Unit 3 RS How are the milestones of life celebrated? As of 2024/25 this will be taught in year 7 only – due to changing the order of KS3 RS topics.	Unit 4 RS **** needs adding to**** How far does it make a difference if you believe in life after death?
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<p>Unit overview</p>	<p>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.</p>	<p>Students will look at reasons why people believe in life after death and will evaluate the 'evidence' presented such as near death experiences (NDEs) and ghosts. Students will consider beliefs about life after death from Buddhism and Christianity and ways in which this influences their moral behaviour. They will compare this to humanism and look at the reasons why they reject beliefs about life after death. Students will also explore how this impacts on a humanist's moral outlook.</p>
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. Birth rites. Students will learn about how the birth of a baby is celebrated in Christianity and Judaism. 2. Bar/Bat Mitzvah. Students will learn about the meaning of the coming of age ceremony for Jews. 3. The 5Ks. Students will learn about the meaning of and importance of the 5Ks for Sikhs. 4. Marriage. Students will learn about the symbolism at a Christian wedding ceremony. 5. Death rites. Students will participate in a discussion lesson about different death rites across the world. 6. Humanist ceremonies. Students will learn about humanist ceremonies including naming ceremonies, weddings and funerals and consider how they compare to religious ones. 7. Revision. Students will prepare for their assessment. 8. Assessment. Students will complete a written assessment. 	<ol style="list-style-type: none"> 1. Why do people believe in life after death? Students will begin to look at whether ghost sightings are evidence of life after death. 2. Are NDEs evidence of life after death? Students will learn about near death experiences and consider what is the best explanation for them. 3. A Christian view. Students will be look at Christian scripture about heaven/hell and consider how that influences their life. 4. A Buddhist view. Students will be reminded of beliefs about samsara, karma and rebirth and how that influences their life. 5. A humanist view. Students will learn why humanists reject beliefs in life after death and whether this means they are free to behave how they want to. 6. Revision. Students will prepare for an assessment. 7. Assessment. Students will complete a written assessment.
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D2 Practices</p> <p>C1 Theology C2 Eschatology C3 The origins</p>	<p>D1 Beliefs D3 Ethical and philosophical themes</p> <p>C2 Eschatology C19 Good and Evil</p>

	<p>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>C20 Enlightenment C23 Samsara C28 Death C29 Atheism</p>
KS4 End Points	<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>	<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	<ul style="list-style-type: none"> • Christian birth rites • Jewish birth rites 	<ul style="list-style-type: none"> • Christian beliefs about life after death • Buddhist beliefs about life after death

(Students should know)	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Humanist beliefs about life after death
Procedural Knowledge (Students should be able to do)	<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 	<ul style="list-style-type: none"> ● Explain the ways that beliefs in life after death influence believers ● Compare Christian/Buddhist beliefs with Humanist beliefs about life after death and morality ● Evaluate how far beliefs about life after death affect the way a person behaves ● Give personal justified opinions on the above topic
Developing T3 Literacy and Numeracy	<p>Tier 2 How are the milestones celebrated.docx Rite of passage glossary.docx</p>	Glossary required
Assessment (Summative and Formative)	End of unit assessment HW on teams	End of topic assessment Teams HW

Links to Prior Learning	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.	Students will have looked at key beliefs about life after death in the yr 7 unit big questions. This will build on this.
Next steps in learning	Rites of passages covered again in more depth at GCSE in Christian practices and Buddhist practices Humanist rites of passage, specifically funerals are revisited in yr 9 non-rel topic.	These themes are revisited many times throughout the GCSE topics including Christian beliefs, Buddhist beliefs and Theme B Religion and life.
Common Barriers to learning in this unit	Talking about death – can be a taboo, upsetting for students who are grieving for example	Some JW students may be withdrawn from the ghost lesson – will need to make contact home prior to this topic.

Units	To be taught 2024/25 to year 8 – due to changing the order of KS3 topics. Unit 5 RS How are Sikh teachings on equality and service put into practice today?
Unit overview	This unit allows students the chance to engage in a study of Sikh beliefs and practice, specifically around equality and service. It focuses on the key concepts of God, the Gurus, values and the Panth. Students will consider how Sikh teachings are put into action in different ways in the UK today, focusing on the positive difference that Sikhs have made to life.
Lesson Sequence	1. How and Why do Sikhs remember God? Students will learn about the creation of Sikhism as a faith and at least three core Sikh beliefs about God.

	<ol style="list-style-type: none"> 2. How does the Sikh faith promote Equality and Service? Students will learn about how a member of the Sikh faith will dedicate their life to the service of others as well as promoting equality for all 3. What can the Guru Granth Sahib tell us about Sikh duties? Students will learn about three Sikh duties and how they relate to equality, service and sewa 4. What does it mean to be an Amritdhari? Students will learn what it means for a Sikh to be an amritdhari and make links between the amrit ceremony and the formation of the Khalsa 5. What does it mean to be a Sikh in Britain today? Students will learn and be able to describe (with examples) some of the positive and challenging aspects of being a Sikh in modern Britain 6. Assessment. Students will complete a written assessment.
<p>KS4 End Points</p>	<p>EP2: Demonstrate knowledge and understanding of Sikh practices and sources of authority</p> <p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>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"> • Key beliefs of Sikhism • Guru Nanak’s teachings about equality • The Mool Mantar • What Sikhs do in the UK to show putting beliefs into action • Examples of sewa (loving action) and the role of the gurdwara
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Explain the key beliefs of Sikhism and their importance for Sikhs today • Consider the impact of Nanak’s teachings on Muslims and Hindus at the time • Explain how Sikhs interpret the Mool Mantar and what it tells them about how to live • Explain how and why Sikhs put their beliefs in to action • Evaluate the value and impact of Sikh practice of service and equality in the UK today • Can give person opinion and reflection on the work that Sikhs do in the community and their teachings on equality
Developing T3 Literacy and Numeracy	Year 7 Sikh glossary.docx
Assessment (Summative and Formative)	End of unit assessment Teams HW
Links to Prior Learning	This may be the first time for many students that they have learned about Sikhism, however they may have some understanding of Islam and Hinduism, therefore they should be able to make links here

Next steps in learning	Students should make links later when studying Hinduism in year 8 and Buddhism across kS3 and KS4. The 5Ks in yr 8 rites of passage
Common Barriers to learning in this unit	Lots of challenging and very new vocabulary

Subject Vision

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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

	<p>Online and media Being safe Intimate and sexual relationships Sexual health</p> <p>Future preparedness Careers and work related learning Personal Identity</p>
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Ethics (PSHE) Year 8 Medium Term Curriculum Plan

Units	Unit 1 PSHE My brilliant body	Unit 2 PSHE Well-being
Unit overview	In this topic students explore how their bodies are changing and developing through puberty. Students will have an opportunity to discover how boys and girls' bodies change during this time. We emphasise the beauty of everyone being unique and how we should respect each other. Students learn appropriate language for discussing gender and sexuality. Students will explore how smoking can damage their bodies and what the social and financial implications of smoking can be. We also ensure that they know why HPV is and why they will be offered a vaccination to prevent it.	In this topic we explore the teenage brain to consider how to maintain emotional health and well-being during adolescence. We discuss strategies to raise body confidence. We build more critical awareness of the role that the online world can have on self-esteem. Students also think about how pressure to conform to social norms may have positive or negative impacts on emotional health and wellbeing.
Lesson Sequence	<ol style="list-style-type: none"> The changing adolescent body -What happens during puberty? Why does everyone develop at different rates and in different ways? In this lesson students will learn about the changes that people go through during puberty. Menstrual health and period products – Learn about what a menstrual cycle is, how long one usually lasts and products available to people who menstruate to be able to manage their symptoms Sex, sexuality and gender - To know the difference between sex and gender and to understand what sexuality means. 	<ol style="list-style-type: none"> Who am I at my best? Students to consider the behaviours they exhibit when they are their best self and when they are their worst self. To learn that no emotion is bad, negative or wrong and as we are all human we will experience a range of these. There are positive and negative ways of dealing with our emotions and students are to brainstorm these to consider how we can regularly be our good self rather than bad. Being a teenager - What happens to the brain during adolescence and how does this effect behaviour?

	<ol style="list-style-type: none"> 4. HPV awareness – learn about why and how vaccinations work, what HPV is and how it is spread and discuss getting vaccinations at school and how to best prepare for them 5. Risks of alcohol – learn about some of the effects that alcohol has on the body, the law around alcohol and the risks of drinking alcohol 6. Tobacco and vaping – learn about what tobacco is, effects of nicotine on the body, why it is addictive, how tobacco and vaping are advertised to different people and discuss the risks and law about smoking either tobacco, cigarettes and vapes 	<p>Think of the role nutrition, exercise and rest have on the teenage brain and body</p> <ol style="list-style-type: none"> 3. Positive body image – discuss what is meant by body image, how the media influences our ideas of body image and self esteem, consider how social media can fuel negative ideas of body image and how we need to start using more positive thinking patterns which in turn influence positive habits. 4. Peer support and peer pressure – discuss what peer pressure is and how to tackle cyberbullying by supporting others and not being a bystander
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>Mental wellbeing Physical health/fitness Drugs, alcohol and tobacco Health and prevention of harm Changing adolescent body</p>	<p>Mental wellbeing Physical health/fitness Healthy eating Drugs, alcohol and tobacco Health and prevention of harm Changing adolescent body Respectful relationships Online and media Being safe</p>
<p>KS4 End Points</p>	<p>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. 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 EP8: To reflect on the attributes of healthy and unhealthy relationships</p>	<p>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 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</p>

	<p>EP7: Be confident in knowing where, when, and how to access support</p> <p>E12: To demonstrate respect to others and embrace diversity</p>	<p>E12: To demonstrate respect to others and embrace diversity.</p>
Declarative Knowledge (Students should know)	<p>To demonstrate a confident knowledge of the changes that the adolescent body goes through</p> <p>To know the importance of personal hygiene</p> <p>To know what HPV is and why they are being offered a vaccination for it</p> <p>To revisit why tobacco and nicotine products carry risks</p>	<p>To understand that everyone faces down days- and that people cope with these in different ways</p> <p>To know that the adolescent brain is under construction</p> <p>To consider why body confidence can take a knock during adolescent</p>
Procedural Knowledge (Students should be able to do)	<p>To have a greater understanding of human sexuality</p> <p>To give advice on a range of scenarios</p> <p>To access support if they need it</p> <p>Model a script for dealing with pressure to use tobacco or nicotine products</p> <p>To ask questions</p>	<p>To reflect on they present when they are at their best and when they are at their worst</p> <p>To know some strategies for building resilience when feeling disregulated or low</p> <p>To share ideas for helping make good decisions around health and wellbeing</p> <p>To reflect on their online presence- what message is it sending? Is it safe?</p> <p>How can they be peer supporters rather than peer pressures</p>
Developing T3 Literacy and Numeracy	<p>Glossary</p> <p>Recap quizzes</p> <p>Practising saying words out loud</p>	<p>Glossary (to make)</p> <p>Recap quizzes</p>
Assessment (Summative and Formative)	<p>Proficiency test</p>	<p>Proficiency test</p>
Links to Prior Learning	<p>Link back to Year 7 Growing</p>	<p>Links back to My Brilliant Body Term 1</p>

Next steps in learning	Spirals to Well-being Term 3 healthy body/healthy mind in Year 9 term 2 And Risky Business Year 9 term 5	Spirals to healthy body/healthy mind in Year 9 term 2
Common Barriers to learning in this unit	Remind them of ground rules	Some students lack confidence in classroom discussion so give them opportunity to express themselves in their books.

Units	Unit 3 PSHE British Values	Unity 4 PSHE Relationships and sex education
Unit overview	Students will explore the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different religions	During this topic, students will explore how their emotions develop in relation to love. They will consider the differences between love and a crush, the effects it can have and how to deal with it. Students will learn what to expect from a healthy relationship and how to recognise an unhealthy relationship. It will include aspects of sexual relationships and the law in the UK. Students will know what is meant by sexual exploitation and where to get help.
Lesson Sequence	<ol style="list-style-type: none"> 1. Best of British Students reflect of what makes Britain great and introduce the British values. 2. Respecting Religion Students consider why it is important to respect people of different faiths. 3. Democracy Students explore different models of government and consider why democracy is best for the UK. 4. British politics Students will explore how the British political system is structured and have an introduction to the 4 main political parties. 5. Summary and proficiency test 	<ol style="list-style-type: none"> 1. What's the difference between a crush and love? Students consider what love is, why it might be different from a crush. Students learn about different types of attraction and sexuality. 2. Now are going out: what do healthy romantic relationships look like? Students learn about the respect and boundaries that should be in place in any romantic relationships. 3. What is sexual exploitation? We use the CEOP teaching film 'Exploited' to helps students recognise the differences in healthy and unhealthy relationships. 4. How can we support others who might be in unhealthy relationships? Students learn all about the different support services to them, both online- such as

	<p>Q&A and proficiency test. We will review the topic, students will have the chance to ask questions. They will complete their end of unit assessment.</p>	<p>Childline or CEOP or what will happen when making an in person request for help.</p> <p>5. Summary and Proficiency test We will review the topic, students will have the chance to ask questions. They will complete their end of unit assessment.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>Living in the wider world Future preparedness Careers and work related learning Personal Identity</p>	<p>Respectful relationships Online and media Being safe Intimate and sexual relationships Sexual health</p>
<p>KS4 End Points</p>	<p>E12: To demonstrate respect to others and embrace diversity</p>	<p>EP3: Demonstrate knowledge and understanding of how to keep safe on-line 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.</p>
<p>Declarative Knowledge (Students should know)</p>	<p>To know the British values of: democracy, rule of law, individual liberty, mutual respect and tolerance of different religions</p>	<p>To know the difference between crush and love To know signs that make a relationship healthy or unhealthy To know the law in relationships to romantic relationships at their age To know what coercion and exploitation are in relation to relationship abuse</p>

		To know how and why (positive and negative reasons) people may use the internet to form relationships
Procedural Knowledge (Students should be able to do)	<p>Discuss why the British values are important for society</p> <p>Reflect on the British values are useful for them- thinking about career paths and the world of work</p> <p>Reflect on how they demonstrate the British values</p> <p>Make connections between the British values and the school virtues</p> <p>Consider which political policies they prioritise</p> <p>Reflecting on the importance of voting later in life</p>	<p>Discuss different types of love</p> <p>To discuss and demonstrate understanding of what behaviours are appropriate for romantic relationships at their age</p> <p>To discuss the importance of consent in relationships</p> <p>To be able to identify the signs of healthy and unhealthy relationships</p> <p>To ask questions to secure understanding or access further help</p>
Developing T3 Literacy and Numeracy	Glossary Recap quizzes	Glossary Recap quizzes
Assessment (Summative and Formative)	Proficiency test	Proficiency Test
Links to Prior Learning	Link to Diversity- Year 7 Term 4	Link to Wellbeing- term 3
Next steps in learning	Spiral to Crime and Punishment Year 11	Spiral to Healthy relationships Year 10 (term 1)
Common Barriers to learning in this unit	Lack of political knowledge.	Students are at very different stages in terms of personal relationships.



Ethics Year 8

Units	Unit 5 PSHE Work related learning
Unit overview	Students will think about how to prepare for the world of work. This will include thinking about our values, goal and ambitions; how we present ourselves, how we talk about ourselves and how important learning is throughout our lives
Lesson Sequence	<ol style="list-style-type: none"> 1. How will my values shape my career? Students will consider what they value and how that might link to their future careers. 2. What skills do employers want? Students explore the top skills and qualities such as working in a team, creative problem solving and good communication with a focus on being a positive person. 3. Am a good self manager? Do I work well as part of a team? Students reflect on how well they work alone and with others. They will consider why it is important to be able to do both.
Key Domains and Concepts taught in this Unit / Term	Future preparedness Careers and work-related learning Personal Identity
KS4 End Points	E11: To be supported in deciding their next steps for post 16 life E12: To demonstrate respect to others and embrace diversity
Declarative Knowledge (Students should know)	To know the attitudes, skills and attributes that employers are looking for

Procedural Knowledge (Students should be able to do)	<p>To consider how their values and talents might link to a future career goal</p> <p>To demonstrate how to work effectively in a team</p> <p>To demonstrate how to work independently</p> <p>To reflect on how we build resilience when things are challenging</p>
Developing T3 Literacy and Numeracy	Recap quizzes
Assessment (Summative and Formative)	Recap quizzes
Links to Prior Learning	Link back to How to be successful at Ratton- Year 7 Term 1 Links to work place visits.
Next steps in learning	Spiral to year 9 Pathways Term 4 Future links with work experience on Year 10
Common Barriers to learning in this unit	Lack awareness of the types of jobs available.