Ruislip
High
School

| YEAR 7 | | | | | | |
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| **Cultural Studies** | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **What students are learning** | Friendship<br><br>Identity and Diversity | Overview of world religions and Festivals of light | How was the world created?<br><br>Where does evil and suffering come from? | What makes a good leader? | Decision-making and our own values and morals<br><br>Lifestyles - now and in the future<br><br>Puberty | Puberty<br><br>Decision-making and our own values and morals<br><br>Lifestyles - now and in the future |
| **Key Content and Skills** | • What do we value in a good friend?<br>• How to be a good friend<br>• Avoiding toxic friendships<br>• Banter and bullying<br><br>• What is identity and why is it | • Discrimination - what is it? How does society and religion teach us not to discriminate?<br>• Racism and Xenophobia - what is it? How does society and | • Students' views on how the world was created.<br>• Religious views on the creation of the world (Abramic view including differences and Hinduism)<br>• Big Bang | • What are the qualities of a good leader?<br>• Comparing democracy and dictatorship<br>• Democracy and Dictatorship: Rights and Responsibilities<br>• Democracy and freedom - what | • The impact of puberty physically and emotionally<br>• How to manage the changes that students may be going through, and where to seek help<br>• How to regulate | • What are morals and where do they come from?<br>• Impact of right and wrong decisions on ourselves and others<br>• Religious teachings on considering |

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| | important?<br>● British Values<br>● What is my identity? What makes me who I am?<br>● How are families similar and different? What might influence decisions made in a family? | religion teach us to treat everyone equally?<br>● Radicalisation - what is it, and how can it be prevented?<br>● Hinduism & Diwali<br>● Judaism & Hanukkah<br>● Islam & Eid<br>● Christianity & Christmas | theory<br>● Design theory, including Paley's design argument<br>● Religious and non-religious views on evil and suffering<br>● Theories of punishment - what is the purpose of punishment?<br>● Youth Crime in the UK<br>● Christian views on Crime and Punishment<br>● Islamic views on Crime and Punishment<br>● Capital Punishment - what is it, religious and non-religious views<br>● Religion, crime and punishment including: | is democracy, what freedoms does it offer and is it perfect?<br>● UK election system. MPs and general elections | emotions, changes in body confidence and ways to develop self confidence<br>● Know about diversity in sexual orientations | others when making decisions<br>● Budgeting and managing money<br>● Different financial products<br>● Bank Accounts<br>● Future aspirations<br>● How can I keep healthy?<br>● How can I keep my mind healthy?<br>● Resilience |

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| | | | Heaven and Hell. and reincarnation | | | |
| **Assessment** | Assessment will contain a combination of essay and multiple choice questions, focusing on identity, families and discrimination. | Assessment will contain a combination of essay and one mark questions, focusing on key religious teachings learnt in lessons. | Assessment will contain a combination of essay and one-mark questions, focusing including British Values, voting in the UK, discrimination and religious festivals. | Assessment will contain a combination of essay and one-mark questions, focusing on topics studied in Cultural Studies so far, focusing on different styles of leadership used around the world. | Review of the topic: will contain a combination of word-fill and labelling questions to check students' understanding of puberty. | Assessment will contain a combination of essay and one-mark questions, focusing on creation theories and why there is suffering in the world. |
| **How can students prepare beyond the classroom?** | Students should:<br>● Consider what they give to, and want from, a friendship<br>● Watch the news to consider how much politics affects their community and the country<br>● Research Festivals of Light celebrations by three religions of their choice | | Students should:<br>● Watch the news to be aware of leadership around the world and in different situations<br>● Ask three people how they think the world was created<br>● Research three theories about why evil and suffering exist | | Students should:<br>● Discuss the topics with friends and family exploring different opinions and experiences | |
| **Tutorial**<br>* Subject to change to respond to current events | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 1** |

| **What students are learning** | Team building , diversity and safeguarding | Respecting others/bullying | Being healthy and online safety | Aspirations and self worth | Independence, respect and religion | Personal safety |
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| **Key Content and Skills** | Students will focus on:<br>Getting to know their form<br>How to develop new friendships<br>How to communicate well with others<br><br>Tutorials linked with Black History Month<br><br>Safeguarding week | Students will focus on:<br>Different types of bullying<br><br>What to do if they or someone else if being bullied<br>How to spot and avoid a toxic friendship<br><br>How to avoid negative effects of peer pressure<br>Understand that not all families are the same | Students will focus on:<br>How do students make decisions<br>What is a healthy lifestyle<br><br>What could a student do to maintain a healthy lifestyle both now and in the future?<br><br>Tutorials linked with online safety week<br><br>Tutorials linked with LGBT History Month | Students will focus on:<br>Know the skills and attributes that employers value.<br><br>Describe different ways people achieve professional success and why success is important.<br><br>Understand why employability skills are important<br>Be able to set goals to build skills and attributes that will lead to professional success | Students will focus on:<br>Students gaining more independence and responsibility<br>How students can build resilience and how this will benefit them now and in the future<br>What is self esteem and to feel confident in different situations<br><br>Different religions and beliefs in the UK<br><br>How having a belief or no belief may affect decisions a person makes<br><br>Tutorials linked with mental health week | Students will focus on:<br>How to keep themselves in different situations they might find themselves in both now and in the future<br>How to administer basic first aid in<br>Bleeding<br>Choking<br>If a person is unconscious |

| Personal development calendar events and Above & Beyond | | | | | | |
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| | Black History Month<br><br>Safeguarding Week<br><br>A&B programme | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week<br><br>A&B programme | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week<br><br>A&B programme | Careers month |
| **Careers Focus** | | | | | | |
| KS3 Careers provision | | | | | | |
| **Year 8** | | | | | | |
| **Cultural Studies** | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **What students are learning** | Healthy lifestyles | World religions | Promoting equality and diversity | Healthy relationships | Peace and conflict | Life skills |
| **Key Content and Skills** | • What is a healthy lifestyle?<br>• Impact of caffeine | • Timeline of religions and key elements<br>• Christianity<br>• Belief in God | • My identity<br>• Importance of equality and equity<br>• Equality Act | • Key features of healthy and unhealthy relationships, both online and | • Britain's role in conflict currently in the world<br>• World | • Where will I be in ten years?<br>• Online careers support - Unifrog |

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| | • Laws, impact and cost of smoking and vaping<br>• Different types of drugs, law relating to buying and distributing different classes of drugs, and the impact they can have on a person in both the short and long term<br>• The impact of social media on a person's life and decision making, including online safety and the law<br>• Mental health<br>• Religious views on living a healthy life | and the Holy Trinity<br>• Importance of the Bible, the parables and the potential impact of a Christian<br>• Rites of passage<br>• Christianity today<br>Islam<br>• Belief in God and the Prophets<br>• Importance of the Qur'an. The life of the Prophet Muhammad and the potential impact of a Muslim<br>• Rites of passage<br>• Islam today<br>Hinduism<br>• Belief in Brahman, Brahman's | 2010 and hate crime<br>• Religious teachings on equality<br>• The impact on stereotyping and discrimination<br>• Where to turn for help and why seeking help is important if concerned about prejudice or discrimination | in person<br>• Sexual orientation and gender identity<br>• The law relating to consent and the sharing of images online and via messaging services.<br>• How to be assertive and negotiate with those around you.<br>• Can religions teach us how to build relationships? | organisations that promote peace<br>• Can there ever be a just war?<br>• The role of religion in war<br>• The role of religion in peace<br>• Do you think religious people should fight in a war?<br>• Getting along as a school community, for example everyone taking responsibility to stop bullying and sexual harassment<br>• Should we always forgive? | • Cost of living, how to make informed financial decisions, and managing money<br>• Identifying online scams, gaming and gambling and how to seek help<br>• First aid basics |

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| | | many forms and a selection of other deities<br>● Importance of the Hindu scriptures and the central stories of Hinduism<br>● Rites of passage, and the idea of moksha<br>● Hinduism today<br>Sikhism<br>● Belief in one universal God and the description of God in the Mool Mantra<br>● The importance of the Guru Granth Sahib, the 10 Gurus and their significance<br>● Key values, symbolism and | | | | |

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| | | principles<br>● Sikhism today and teaching of equality | | | | |
| **Assessment** | Assessment will contain a combination of essay and one-mark questions, focusing on the impact of social media, smoking and drugs on a person. | Assessment will contain a combination of essay and one-mark questions, focusing on students' knowledge of two religions studied. | Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society. | Exam will contain a combination of essay and one-mark questions, focusing on topics covered so far this year, including how religious belief may guide a follower when making decisions, physical and mental health and elements that impact these. | Assessment will contain a combination of essay and one-mark questions, focusing on why war occurs, its impact on people and if forgiveness is possible. | Review will contain a combination of short answer questions, focusing on how decisions made now may impact a person's future, including online gaming, gambling and addiction. |
| **How can students prepare beyond the classroom?** | Students should:<br>● Ask five people whether they believe in God and why. Do they have a religion?<br>● How might having a religion or being an atheist have an impact on the day-to-day life of an individual, or decisions that someone makes?<br>● Why do some people turn to or away from religion during their lives?<br>● Discuss topics that are raised in the | | Students should:<br>● Ask five people their experiences of stereotyping and the effect it has had on them.<br>● Which is more important: equality or equity? Is it possible to show both?<br>● Find three news stories that show the concept of equality and/or equity.<br>● Discuss topics that are raised in the lessons | | Students should:<br>● Watch the news for stories linking specifically to one or more of the following topics - religion/ war/ peace/ the role that Britain plays around the world<br>● Discuss different career paths with family and friends discussing both the positive and negative aspects of the career | |

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| | lessons | | | | | |
| **Tutorial Focus**<br>* Subject to change to respond to current events | | | | | | |
| **What students are learning** | Making healthy choices and peer pressure | Mental Health | Identity and Diversity, and online safety | Helping others including charity and first aid | Aspirations and life choices | Religion and personal beliefs |
| **Key Content and Skills** | Students will focus on how to:<br>Understand the relationship between risk behaviours, self value and peer pressure, and the circumstances when certain risk behaviours may become unsafe<br><br>Explain how peer pressure influences smoking, drinking and drug taking<br><br>Explain why and when smoking, drinking alcohol and drugs may become unsafe, be able to think critically about why others | Students will focus on:<br><br>Different elements of mental health, how to spot signs if either students or others may be affected by different mental health conditions.<br><br>Strategies for students to enable them to help others or themselves, or where to turn to or support.<br><br>The topics will focus on sleep, depression, anxiety and controlling | Students will focus on:<br><br>The similarities and differences between stereotypes, discrimination and prejudice.<br><br>The Equality Act 2010, and what is protected.<br><br>Chinese New Year<br><br>Tutorials linked with online safety week<br><br>Tutorials linked with LGBT History Month | Students will focus on:<br><br>First aid techniques that students could use in an emergency<br><br>How to ensure that a person who requires first aid remains safe until someone else gets to them.<br><br>How do charities work, and how can students raise awareness of topics or charities that they care about<br><br>Tutorials linked with LGBT History Month | Students will focus on:<br><br>List different careers in a variety of sectors<br><br>Describe the roles and responsibilities involved in a range of careers<br><br>Understand the importance of exploring a range of careers and why different careers are required within our society<br><br>Tutorials linked with Mental Health awareness week | Students will focus on:<br><br>Different religions and beliefs in the UK<br><br>How having a belief or no belief may affect decisions a person makes<br><br>What is moral character<br><br>Understand how strong moral character can lead to positive social, emotional and civic change |

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| | may participate in risk and make informed and safe decisions when undertaking risk behaviours<br><br>Tutorials linked with Black History Month<br><br>Safeguarding week | emotions | | | | |
| **Personal development calendar events including Above & Beyond** | | | | | | |
| | Black History Month<br><br>Safeguarding Week<br><br>A&B programme | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week<br><br>A&B programme | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week<br><br>A&B programme | Careers month |
| **Careers Focus** | | | | | | |
| KS3 Careers provision | | | | | | |
| **Year 9** | | | | | | |
| **Cultural Studies** | | | | | | |

| | Autumn | Spring | Summer |
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| **What students are learning** | Peer Pressure | Promoting equality and diversity | Healthy relationships |
| **Key Content and Skills** | • What is peer pressure? How to react to friends who might be pressuring a student to act a certain way<br>• Impact of alcohol<br>• Laws, impact and cost of smoking and vaping<br>• What is grooming? How and why someone might join a gang, and the potential implications of this<br>• Different types of drugs; law relating to buying and distributing different classes of drugs, and the impact they can have on a person in both the short and long term<br>• Mental health | • My identity<br>• Importance of equality and equity<br>• Equality Act 2010 and hate crime<br>• Religious teachings on equality<br>• The impact on stereotyping and discrimination<br>• Where to turn for help and why seeking help is important if concerned about prejudice or discrimination | • Key features of healthy and unhealthy relationships, both online and in person<br>• Sexual orientation and gender identity<br>• The law relating to consent and the sharing of images online and via messaging services<br>• How to be assertive and negotiate with those around you<br>• Can religions teach us how to build relationships?<br>• Different forms of contraception<br>• Awareness of different STIs/ STDs<br>• How to access help and support |
| **Assessment** | Assessment will contain a combination of essay and one-mark questions, focusing on the impact of peer pressure on a young person. | Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society. | Assessment will contain a combination of essay and one-mark questions, focusing on students understanding of consent, signs of a healthy relationship, and where to seek help if they are concerned or require help and support |
| **How can students** | Students should:<br>• Watch/ listen to the news for everyday examples that link to the | Students should:<br>• Ask five people their experiences of stereotyping and the effect it has had | Students should:<br>• Watch/ listen the news for stories that link to the topics being covered |

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| **prepare beyond the classroom?** | topics being covered<br>• How might having a religion or being an atheist have an impact on the day-to-day life of an individual, or decisions that someone makes?<br>• Discuss topics that are raised in the lessons | | on them.<br>• Which is more important: equality or equity? Is it possible to show both?<br>• Find three news stories that show the concept of equality and/or equity.<br>• Discuss topics that are raised in the lessons | | • Discuss topics that are raised in the lessons | |
| **GCSE Citizenship** | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **What students are learning** | Life in modern Britain | Life in modern Britain | Rights and responsibilities | Rights and responsibilities | Active citizenship | Active citizenship |
| **Key Content and Skills** | • The principles and values that underpin British society<br>• What we mean by identity<br>• The role of the media and the free press | • The UK's role in key international organisations<br>• How citizens can make their voice heard and make a difference in society | • The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law<br>• Citizen's rights and responsibilities | • How the law protects the citizen and deal with criminals<br>• The importance of key international agreement and treaties in regard to human rights:<br>• the UN | Deciding the question or issue<br>• Students must select a contemporary issue/debate arising from the specification content. It can be local, national or international or | Planning the action<br>• As a part of their research, students may develop further sets of questions which link and support their main question/issue.<br>• As a result of their research, |

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| | | | within the legal system<br>● Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces) | Universal Declaration on Human Rights<br>● the European Convention on Human Rights<br>● the UN Convention on the Rights of the Child<br>● the Human Rights Act (1998).<br>● The role of international law in conflict situations:<br>● to protect victims of conflict<br>● how international humanitarian law helps establish the rules of war. | a combination of all three strands. Teachers are expected to ensure that the topic/issue/debate selected relates to the content of the specification.<br>● Following initial research and discussion, students construct a question/issue for which they need to undertake further research.<br><br>Carrying out the initial research<br>● Students research the issue using both primary and secondary sources. | students should be able to arrive at both results and conclusions which will help them to plan their citizenship action.<br><br>Taking the action<br>● Following their research, students are expected to take some form of informed action based upon their research. This may take a variety of forms from letter writing, petitioning, using e-media, volunteering or establishing a group to promote a change.<br><br>Assessing the impact of the |

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| | | | | | | action<br>● At the conclusion of their work students should reflect upon their approach to the investigation, the methods they used and any outcome achieved. |
| **Assessment** | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 2 - rights and Responsibilities. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Active Citizenship. |
| **How can students prepare beyond** | Students should:<br>● Keep up to date with what is happening in the news, looking for examples of British values, human | | Students should:<br>● Keep up to date with what is happening in the news.<br>● Research laws in Britain that protect | | Students should:<br>● Widen their awareness of what is happening in the news and the current political situation within the UK | |

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| **the classroom?** | rights, migration and social media.<br>• Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how? | | our freedoms and consider whether they work.<br>• Think about what makes students who they are? What gives them their identity? | | https://www.bbc.co.uk/news/politics<br><br>https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics<br><br>https://www.aqa.org.uk/subjects/citizenship-studies/gcse/citizenship-studies-8100/specification/subject-content/politics-and-participation<br><br>https://www.thenational.academy/pupils/programmes/citizenship-secondary-year-10-gcse/units<br><br>https://www.thenational.academy/pupils/programmes/citizenship-secondary-year-11-core/units | |
| **Tutorial Focus**<br>* Subject to change to respond to current events | | | | | | |
| **What students are learning** | Respectful relationships | Careers and GCSE choices | Online safety inc gambling and pornography | Religious beliefs | Mental and physical health | Financial decisions |
| **Key Content and Skills** | Know the positive impact of changing relationships and how to manage platonic | Know a range of possible career paths and employment options and the | Know the risks associated with gambling<br><br>State the laws on | Tutorials linked with LGBT History | Know the importance of a healthy diet and exercise in maintaining | Know how to effectively budget and evaluate savings options<br>• how to prevent |

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| | relationships<br><br>Describe the importance of friendship for teenagers<br><br>Describe how to demonstrate character in disputes, understand the complexity of relationship management<br><br>Analyse whether popularity is important in relationships<br><br>Be able to form and sustain positive relationships and critically assess the quality of their friendships<br><br>Tutorials linked with Black History Month | roles and responsibilities involved in a range of careers<br><br>List different careers in the STEM sector<br><br>Describe the roles and responsibilities involved in a range of STEM based careers<br><br>Understand how stereotypes and expectations may limit aspiration and why different careers are required within our society<br><br>Able to use labour market information to begin to make informed choices regarding future careers | and surrounding gang crime and pornography<br><br>Understand the circumstances when certain risk behaviours may become unsafe and the impact of pornography on this. Seek help if risk behaviours become unsafe or unhealthy<br><br>Explain when gambling becomes unsafe<br><br>Analyse why young people enter gangs<br><br>Critically assess why people choose to gamble<br><br>Tutorials linked with online safety week | Month | physical health. Describe how diets can lead to us becoming unhealthy.<br><br>Understand the challenges of maintaining a balanced diet and regular exercise and the invisible nature of physical health. Critically assess how body shape and size influences perception of physical health<br><br>Be able to make informed choices about diet and exercise and critically assess sources of health information<br><br>Critically assess how the media portrays health | and manage debt, including understanding credit rating and payday lending<br>• how data is generated, collected and shared, and the influence of targeted advertising<br>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling<br>• about the law and illegal financial activities, including fraud and cybercrime<br>• how to manage risk in relation to financial activities |

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| | Safeguarding week | | Tutorials linked with LGBT History Month | | Know warning signs of poor mental health and a range of poor mental health conditions and<br>negative coping strategies<br><br>List possible warning signs of poor mental health and negative coping strategies<br><br>Understand the stigma and myths that surround mental health and the challenges of effectively managing/treating mental health.<br>Explain why treating mental health is so difficult<br>Be able to confidently seek help when experiencing poor mental health | |

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| | | | | | Tutorials linked with Mental Health awareness week | |
| **Personal development calendar events including Above & Beyond** | | | | | | |
| | Black History Month<br><br>Safeguarding Week<br><br>A&B programme | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week<br><br>A&B programme | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week<br><br>A&B programme | Careers month |
| **Careers Focus** | | | | | | |
| KS3 Careers provision | | | | | | |
| **Year 10** | | | | | | |
| **GCSE Citizenship** | | | | | | |
| **Summer 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer - Cultural Studies** | |
| **What students are learning** | Active Citizenship | Politics and participation | Politics and participation | Rights and responsibilities | Building and maintaining positive, close relationships | |
| **Key Content and Skills** | Students review and evaluate their | • The principles and values that | • How citizens can contribute to | • How the law protects the | • Know the features of negative and positive relationships. | |

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| | whole investigative process and attempt to establish what went well and what could have been done differently. | underpin British society<br>● The concept of democracy and different forms of democracy, including representative democracy.<br>● The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law. | parliamentary democracy and hold those in power to account.<br>● How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.<br>● The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; | citizen and deal with criminals<br>● The importance of key international agreement and treaties in regard to human rights:<br>● the UN Universal Declaration on Human Rights<br>● the European Convention on Human Rights<br>● the UN Convention on the Rights of the Child<br>● the Human Rights Act (1998).<br>● The role of international law in conflict | ● Understand how relationships can become negative or unsafe, and confidently seek help when in a negative platonic relationship<br>● List the physical signs of pregnancy<br>● Describe the emotional, financial and organisational commitments required to effectively care for children<br>● Understand the issues surrounding planned pregnancy and to be able to discuss the options that can be taken when faced with an unplanned pregnancy<br>● Critically assess the advantages and disadvantages of abortion, adoption and having an unplanned pregnancy<br>● Be able to make informed decisions about when to have sex and when to have children<br>● Know the law on consent<br>● Describe how consent issues can have an impact on intimate relationships<br>● Understand the issues surrounding consent and rape<br>● Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship<br>● Assess how pressure and consent issues can affect intimate relationships<br>● Know where and how to seek help if they experience pressure, sexual assault or |

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| | | | campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.<br>● The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society. | situations:<br>● to protect victims of conflict<br>● how international humanitarian law helps establish the rules of war. | rape in an attempted intimate relationship |
| **Assessment** | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on | Review questions set on a Google form, to Check students' understanding on the Topics covered. |

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| | from Theme 4 Active Citizenship. | content covered from Theme 3 - Politics and Participation. | from Themes 1, 2, 3 and 4. | content covered from Themes 1, 2,3 and 4. | | |
| **How can students prepare beyond the classroom?** | Students should:<br>● Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable).<br>● Be watching the news at least twice a week, with a focus on decisions those in power are making, and what those who oppose the government are doing.<br>● Who are current pressure groups, what are they doing and what are they pressuring the government to do? | | Students should:<br>● Create revision guides for all their units.<br>● Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section.<br>● Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves.<br>● Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work. | | Students should:<br>● Consider questions on each topic<br>● Research in preparation or after the lesson using the following websites<br>https://www.talktofrank.com/<br>https://www.brook.org.uk/<br>https://www.childline.org.uk/<br>● Research options for Post 16<br>● Log into Unifrog<br>● Consider the type of lifestyle you would like in the future, and how you will pay for it. |
| **Tutorial Focus**<br>* Subject to change to respond to current events | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 1** |
| **What students are learning** | Self worth and your role within the community | Relationship challenges and abuse | Online safety and online presence / employability | Pressure to belong - religion/ peer pressure/ gangs | Lifestyle balance and healthy choices | Introduction to post 16 education options |
| **Key Content and Skills** | To know strategies that help to | Understand the law on consent. | Know patterns in the labour market | Know about positive and | Critically assess the challenges of | Be able to confidently explore |

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| | maintain good mental health and the possible causes/warning signs of poor mental health.<br>● List the warning signs of poor mental health due to bereavement.<br>● Understand that certain circumstances may lead to poor mental health<br>● To know how to maintain body positivity<br><br>Tutorials linked with Black History Month | ● Describe how consent issues can impact intimate relationships.<br>● Understand the issues surrounding consent and rape.<br>● Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship<br>● Assess how pressure and consent issues can affect intimate relationships<br>● Know where and how to seek help if they experience pressure, sexual assault or rape in an intimate relationship | and a range of possible career paths and employment options<br><br>Know the roles and responsibilities involved in a range of careers<br><br>Understand why different careers are required within our society and that the labour market may impact employment opportunities<br><br>Tutorials linked with online safety week<br><br>Tutorials linked with LGBT History Month | negative role models<br>• how to evaluate the influence of role models and become a positive role model for peers<br>• about the media's impact on perceptions of gang culture<br>• how to keep self and others safe in situations, peer influence in increasingly independent scenarios, in relation to substances, gangs and crime<br>• exit strategies for pressurised or dangerous situations<br>* about communities, inclusion, respect and belonging<br><br>Tutorials linked | maintaining good quality sleep<br>● Describe how good quality sleep benefits physical and mental health<br>● Explain why CPR is important in personal safety<br><br>Tutorials linked with Mental Health awareness week | career paths and employment options<br><br>Make informed decisions about what career path to pursue<br><br>Know how Post 16 choices can link with future careers |

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| | | | | with LGBT History Month | | |
| **Personal development calendar events including Above & Beyond** | | | | | | |
| | Black History Month<br><br>Safeguarding Week<br><br>A&B programme | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week<br><br>A&B programme | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week<br><br>A&B programme | Careers month |
| **Careers Focus** | | | | | | |
| KS4 Careers provision | | | | | | |
| **Year 11** | | | | | | |
| **Cultural Studies** | | | | | | |
| **What students are learning** | Relationships | Next steps | Choices and influences<br><br>Equality Act 2010 sexism and misogyny and its impact | Maintaining good mental and physical health in the future<br><br>Impact of religious beliefs on students' lives now and in the future | Stress management techniques<br><br>Life skills and life management | N/A |

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| **Key Content and Skills** | • Relationship expectations and values<br>• Managing relationship challenges and where to seek help if required<br>• Identifying and responding to harassment and abuse<br>• Maintaining sexual health, having good sex and sexual health services<br>• Religious views on relationships | • Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage<br>• The law regarding forced marriages<br>• Impact of pornography<br>• Skills for employment<br>• Post-16 options and applications<br>• Post-18 options and planning<br>• Online presence and reputation<br>• Financial planning and good money management<br>• Understanding the risks of gambling, | • Making safe and healthy life choices<br>• Personal safety<br>• Responding to social media and societal pressures and their impacts<br>• Looking after the environment<br>• Different diets<br>• Donating to charities<br>• Forgiveness<br>• Divorce<br>• Life after death | • Self examination and noticing changes<br>• Blood, organ and stem cell donation<br>• Discrimination and extremism<br>• Religious teachings linking with lifestyle choices, keeping safe, medical donations and discrimination | • Reviewing revision techniques<br>• How to recognise signs of changing mental health in oneself and others, the support available, and how to support a loved one.<br>• Balancing online and other activities<br>• Factors that can maintain good physical health after school and living on your own. | |

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| | | fraud and cyber crime | | | | |
| **Assessment** | Review questions set on a Google form, to check students' understanding on the topics covered. | Review questions set on a Google form, to check students' understanding on the topics covered. | Review questions set on a Google form, to check students' understanding on the topics covered. | Review questions set on a Google form, to check students' understanding on the topics covered. | Review questions set on a Google form, to check students' understanding on the topics covered. | |
| **How can students prepare beyond the classroom?** | Students should:<br>● Consider questions on each topic<br>● Research in preparation or after the lesson using the following websites<br>https://www.talktofrank.com/<br>https://www.brook.org.uk/<br>https://www.childline.org.uk/ | | Students should:<br>● Research options for Post 16<br>● Log into Unifrog<br>● Consider the type of lifestyle you would like in the future, and how you will pay for it | | Students should:<br>● Revise and prepare for exams | |
| **Tutorial Focus**<br>* Subject to change to respond to current events | | | | | | |
| **What students are learning** | Healthy Lifestyles | Decision making and influences | Having a positive mindset | Interpersonal skills and career choices | First aid | N/A |
| **Key Content and Skills** | Know the importance of healthy choices and the impact of these choices on ones physical and mental health | Know the risks associated with substance abuse and the laws surrounding drug taking | To be able to set themselves a goal of where they want to be in 12 months time<br><br>and be able to plan | Identify how to research careers and create an action plan to find the right career that suits them | Identify and describe the order of the CPR steps<br><br>Identify what a defibrillator is and how to use one | |

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| | Understand the relationship between sleep, physical and mental health<br><br>Tutorials linked with Black History Month<br><br>Safeguarding week | Understand the relationship between risk behaviours, self value and peer pressure, and the circumstances when certain risk behaviours may become unsafe<br><br>Explain how peer pressure influences smoking, drinking and drug taking, and be able to think critically about why others may participate in risk<br><br>Be able to make informed and safe decisions when confronted with possible risk behaviours | their pathway to achieving this.<br><br>To know resilience techniques and be able to apply them in real life situations where necessary<br><br>Tutorials linked with online safety week<br><br>Tutorials linked with LGBT History Month | Be able to correctly identify and describe the benefits of pursuing a career in the STEM industries<br><br>Be able to identify some considerations employers make when choosing who to employ<br><br>Tutorials linked with LGBT History Month | Identify ways to improve levels of personal safety and what to do in different types of medical emergencies.<br><br>Tutorials linked with Mental Health awareness week | |
| **Personal development calendar events including Above & Beyond** | | | | | | |

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| **Half termly events** | Black History Month<br><br>Safeguarding Week<br><br>A&B programme | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week<br><br>A&B programme | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week<br><br>A&B programme | Careers month |
| **Careers Focus** | | | | | | |
| KS4 Careers provision | | | | | | |
| **Years 12 & 13** | | | | | | |
| **Tutorial Focus - Year 1**<br>* Subject to change to respond to current events | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **What students are learning** | Transition, Self concept, Mental health, budgeting, digital skills, organisation | Healthy lifestyle, disability awareness, communication skills, legal and civic knowledge, revision | Healthy lifestyles, LGBT+ awareness, practicals life skills,future careers | Risk and personal safety,financial skills, revision, future careers | Relationships. Legal and civic knowledge, practical life skills, improved learning | Consent, sexual health, practical skills, financials skills, digital skills, revision |

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| **Key Content and Skills** | How to manage work-life balance; including study, leisure, exercise and sleep.<br><br>Self concept and mental health including; individuality, self worth, respecting others and where to go for support.<br><br>Black History Month<br><br>Understanding budgeting including; managing income, vs outgoing to create healthy budgeting habits<br><br>Understanding online banking including common scams and how to be safe online. | How to communicate effectively including having 'difficult' conversations.<br><br>Disability awareness, UK disability rights, different types of disability and how to be an ally.<br><br>Men's Health- Movember<br><br>Understanding tenants rights, protection under UK law, responsibility for tenants, landlord responsibilities and where to get support and advice.<br><br>Study skills- the different techniques alongside time | Practical life skills including home maintenance , signs of health and safety issues and solutions for common problems.<br><br>Holocaust memorial<br><br>Mental Health; looking after your mental health alongside your physical health.<br><br>LGBT+ history and rights.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | Understanding taxes; what they are and how they impact people.<br><br>Mortgages; how they work and what will need to be considered when applying for one.<br><br>Healthy and balanced lifestyles including barriers and solutions.<br><br>What are the potential personal safety risks and how to be safe.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | What makes a healthy relationship, what are the signs of an unhealthy one and what to do if in an unhealthy relationship.<br><br>Customer rights including; the law, right with goods and services including digital content.<br><br>Basic first aid skills<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | Consent; what this means and why it is important.<br><br>Sexual health, healthy relationships and how to stay safe.<br><br>Credit cards; benefits, risk of misuse and scams.<br><br>Understanding the possible risks of the online world including social media and preparing for the future.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. |

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| | Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | management including how to avoid the 'traps' when planning independent time. | | | | |
| **Tutorial Focus - Year 2**<br>* Subject to change to respond to current events | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **What students are learning** | Transition, improved learning, Mental health, practical life skills, digital skills, organisation | Healthy lifestyle, disability awareness, communication skills, legal and civic knowledge, revision | Mental Health, drugs and alcohol , LGBT+ awareness, practicals life skills,future career | Contraception and parenthood,legal and civic knowledge skills, revision, future careers | Bullying and abuse, financial knowledge, digital skills, practical life skills, improved learning | Family Life, Consent, sexual health, practical skills, communication skills, safety, revision |
| **Key Content and Skills** | Online safety; Understanding the possible risks of the online world including social media and preparing for the future. | Understanding the reason for voting, who can vote, how to register and the voting process.<br><br>Driving and Uk road safety | Mental health; impact of sleep, routines and supportive measures.<br><br>Understand the facts and risks about drugs and alcohol | Understanding the facts about contraception.<br><br>Understanding the responsibilities of parenthood.<br><br>Understanding the UK justice system, | Understand what bullying and abuse are, the effects and what to do if support is needed.<br><br>What savings and investments are available in the UK | Family life including; managing emotions, responsibilities and roles in the home. |

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| | Black History Month.<br><br>Online booking; planning, safety, scams and what to do if something goes wrong.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | Men's Health- Movember<br><br>Disability awareness, UK disability rights, different types of disability and how to be an ally.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | alongside the law and consequences.<br><br>LGBT+ history and rights.<br><br>AI; usefulness, concerns and appropriateness in the 6th form.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | criminal vs civil law and the courts.<br><br>Protests/petitions; what they are and the public order act.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | alongside risk vs return.<br><br>IT skills and appropriate use of mobile phones.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. | CV and letter writing.<br><br>Consent; what this means and why it is important.<br><br>Sexual health, healthy relationships and how to stay safe.<br><br>Staying safe on nights out including areas to look out for and how to support others.<br><br>Study skills- the different techniques alongside time management including how to avoid the 'traps' when planning independent time. |
| **Additional initiatives** | | | | | | |

- Weekly enrichment clubs timetabled into the tutor programme
- Half termly guest speaker
- Student coaching- chosen Year 12s are linked up with a KS3 tutor group to support
- Post-18 evidence logs to develop wider reading
- Independent study guide and booklet
- Weekly wellbeing focus in tutorials
- StudyPlus and StudySupport mentoring for students who are struggling - with learning mentors.
- Student meetings  with middle/senior leaders twice a year
- Student Leadership Team - helping at school events, mentoring younger students
- University trips  - two trips for all students over the two ears
- Reach Pathway to support with preparing for an Oxbridge/Russell Group application
- Mock interviews and apprenticeship workshops in the summer term
- Sorted and KISS  presentations
- RAG week
- Weekly wider reading and 'plan my week' and VESPA activities

## Personal development calendar events

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| | Black History Month<br><br>Safeguarding Week | Anti Bullying Week | Online safety day<br><br>LGBT History Month<br><br>Neurodiversity week | Equality Week<br><br>Languages week<br><br>Month of the military child | Mental Health awareness week | Careers month |

## Careers Focus

KS5 Careers provision