

Subject: Cultural Studies

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Friendship	Identity and Diversity Festivals of light	What makes a good leader?	How was the world created? Where does evil and suffering come from?	Decision-making and our own values and morals Lifestyles - now and in the future	Puberty
Key Content and Skills	<ul style="list-style-type: none"> • What do we value in a good friend? • How to be a good friend • Avoiding toxic friendships • Banter and bullying • What can religions teach us about friendships and how to treat 	<ul style="list-style-type: none"> • What is identity and why is it important? • British Values • What is my identity? What makes me who I am? • How are families similar and different? 	<ul style="list-style-type: none"> • What are the qualities of a good leader? • Comparing democracy and dictatorship • Democracy and Dictatorship: Rights and Responsibilities • Democracy and freedom - what is 	<ul style="list-style-type: none"> • Students' views on how the world was created. • Religious views on the creation of the world (Abramic view including differences and Hinduism) • Big Bang theory 	<ul style="list-style-type: none"> • What are morals and where do they come from? • Impact of right and wrong decisions on ourselves and others • How can we shop ethically? • Religious 	<ul style="list-style-type: none"> • The impact of puberty physically and emotionally • How to manage the changes that students may be going through, and where to seek help • How to regulate emotions,

	<p>people? (Good Samaritan)</p> <ul style="list-style-type: none"> • What can religions teach us about friendships and how to treat people? (Bilal) 	<p>What might influence decisions made in a family?</p> <ul style="list-style-type: none"> • Religious Discrimination - what is it? How does society and religion teach us not to discriminate? • Racism and Xenophobia - what is it? How does society and religion teach us to treat everyone equally? • Radicalisation - what is it, and how can it be prevented? • Hinduism & Diwali • Judaism & Hanukkah • Islam & Eid • Christianity & Christmas 	<p>democracy, what freedoms does it offer and is it perfect?</p> <ul style="list-style-type: none"> • UK election system. MPs and general elections 	<ul style="list-style-type: none"> • Design theory, including Paley's design argument • Religious and non-religious views on evil and suffering • Theories of punishment - what is the purpose of punishment? • Youth Crime in the UK • Christian views on Crime and Punishment • Islamic views on Crime and Punishment • Capital Punishment - what is it, religious and non-religious views • Religion, crime and punishment including: Heaven and Hell. and 	<p>teachings on considering others when making decisions</p> <ul style="list-style-type: none"> • Wants and needs • Budgeting and managing money • Different financial products • Bank Accounts • Future aspirations • How can I keep healthy? • How can I keep my mind healthy? • Resilience 	<p>changes in body confidence and ways to develop self confidence</p>
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				reincarnation		
Assessment	Assessment will contain a combination of essay and multiple choice questions, focusing on key religious teachings learnt in lessons.	Assessment will contain a combination of essay and one mark questions, focusing on identity, families and discrimination.	Assessment will contain a combination of essay and one-mark questions, focusing on different styles of leadership used around the world.	Exam will contain a combination of essay and one-mark questions, focusing on topics studied in Cultural Studies so far, including British Values, voting in the UK, discrimination and religious festivals.	Assessment will contain a combination of essay and one-mark questions, focusing on creation theories and why there is suffering in the world.	Review of the topic: will contain a combination of word-fill and labelling questions to check students' understanding of puberty.
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Consider what they give to, and want from, a friendship Watch the news to consider how much politics affects their community and the country Research Festivals of Light celebrations by three religions of their choice 		Students should: <ul style="list-style-type: none"> Watch the news to be aware of leadership around the world and in different situations Ask three people how they think the world was created Research three theories about why evil and suffering exist 		Students should: <ul style="list-style-type: none"> Discuss the topics with friends and family exploring different opinions and experiences 	

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students	Healthy lifestyles	World religions	Promoting equality and diversity	Healthy relationships	Peace and conflict	Life skills

are learning						
Key Content and Skills	<ul style="list-style-type: none"> • What is a healthy lifestyle? • Impact of caffeine • Laws, impact and cost of smoking and vaping • 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 • The impact of social media on a person's life and decision making, including online safety and the law • Mental health • Religious views on living a healthy life 	<ul style="list-style-type: none"> • Timeline of religions and key elements <p>Christianity</p> <ul style="list-style-type: none"> • Belief in God and the holy trinity • Importance of the bible, the parables and the potential impact of a Christian • Rites of passage • Christianity today <p>Islam</p> <ul style="list-style-type: none"> • Belief in God and the Prophets • Importance of the Qur'an. The life of the Prophet Muhammad and the potential impact of a 	<ul style="list-style-type: none"> • My identity • Importance of equality and equity • Equality Act 2010 and hate crime • Religious teachings on equality • The impact on stereotyping and discrimination • Where to turn for help and why seeking help is important if concerned about prejudice or discrimination 	<ul style="list-style-type: none"> • Key features of healthy and unhealthy relationships, both online and in person • Sexual orientation and gender identity • The law relating to consent and the sharing of images online and via messaging services. • How to be assertive and negotiate with those around you. • Can religions teach us how to build relationships? 	<ul style="list-style-type: none"> • Britain's role in conflict currently in the world • World organisations that promote peace • Can there ever be a just war? • The role of religion in war • The role of religion in peace • Do you think religious people should fight in a war? • Getting along as a school community, for example everyone taking responsibility to stop bullying and sexual harassment • Should we 	<ul style="list-style-type: none"> • Where will I be in ten years? • Online careers support - Unifrog • Cost of living, how to make informed financial decisions, and managing money • Identifying online scams, gaming and gambling and how to seek help • First aid basics

		<p>Muslim</p> <ul style="list-style-type: none"> • Rites of passage • Islam today <p>Hinduism</p> <ul style="list-style-type: none"> • Belief in Brahman, Brahman's many forms and a selection of other deities • Importance of the Hindu scriptures and the central stories of Hinduism • Rites of passage, and the idea of moksha • Hinduism today <p>Sikhism</p> <ul style="list-style-type: none"> • Belief in one universal God and the description of God in the Mool Mantra • The importance of 			always forgive?	
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		<p>the Guru Granth Sahib, the 10 Gurus and their significance</p> <ul style="list-style-type: none"> • Key values, symbolism and principles • Sikhism today and teaching of equality 				
Assessment	<p>Assessment will contain a combination of essay and one-mark questions, focusing on the impact of social media, smoking and drugs on a person.</p>	<p>Assessment will contain a combination of essay and one-mark questions, focusing on students' knowledge of two religions studied.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
How can students prepare beyond the	<p>Students should:</p> <ul style="list-style-type: none"> • Ask five people whether they believe in God and why. Do they have a religion? • How might having a religion or being an atheist have an impact on the 		<p>Students should:</p> <ul style="list-style-type: none"> • Ask five people their experiences of stereotyping and the effect it has had on them. • Which is more important: equality or equity? Is it possible to show both? 		<p>Students should:</p> <ul style="list-style-type: none"> • 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 	

classroom?	day-to-day life of an individual, or decisions that someone makes? <ul style="list-style-type: none"> • Why do some people turn to or away from religion during their lives? • Discuss topics that are raised in the lessons 	<ul style="list-style-type: none"> • Find three news stories that show the concept of equality and/or equity. • Discuss topics that are raised in the lessons 	<ul style="list-style-type: none"> • Discuss different career paths with family and friends discussing both the positive and negative aspects of the career
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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Relationships	Next steps	Choices and influences Equality Act 2010 sexism and misogyny and its impact	Maintaining good mental and physical health in the future Impact of religious beliefs on students' lives now and in the future	Stress management techniques Life skills and life management	
Key Content and Skills	<ul style="list-style-type: none"> • Relationship expectations and values • Managing relationship challenges and where to seek help if required • Identifying and responding to harassment and 	<ul style="list-style-type: none"> • Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage • The law regarding forced 	<ul style="list-style-type: none"> • Making safe and healthy life choices • Personal safety • Responding to social media and societal pressures and their impacts • Looking after the environment • Different diets 	<ul style="list-style-type: none"> • Self examination and noticing changes • Blood, organ and stem cell donation • Discrimination and extremism • Religious teachings linking with lifestyle 	<ul style="list-style-type: none"> • Reviewing revision techniques • How to recognise signs of changing mental health in oneself and others, the support available, and 	

	<ul style="list-style-type: none"> abuse • Maintaining sexual health, having good sex and sexual health services • Religious views on relationships 	<ul style="list-style-type: none"> marriages • Impact of pornography • Skills for employment • Post-16 options and applications • Post-18 options and planning • Online presence and reputation • Financial planning and good money management • Understanding the risks of gambling, fraud and cyber crime 	<ul style="list-style-type: none"> • Donating to charities • Forgiveness • Divorce • Life after death 	choices, keeping safe, medical donations and discrimination	<ul style="list-style-type: none"> how to support a loved one. • Balancing online and other activities • Factors that can maintain good physical health after school and living on your own. 	
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.		

<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Consider questions on each topic • Research in preparation or after the lesson using the following websites https://www.talktofrank.com/ https://www.brook.org.uk/ https://www.childline.org.uk/ 	<p>Students should:</p> <ul style="list-style-type: none"> • Research options for Post 16 • Log into Unifrog • Consider the type of lifestyle you would like in the future, and how you will pay for it 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams
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