



YEAR 7						
Cultural Studies						
	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? What might influence 	<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 democracy, what freedoms 	<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 • Design theory, including Paley's 	<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 teachings on considering 	<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, changes in body

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	<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>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>does it offer and is it perfect?</p> <ul style="list-style-type: none"> • UK election system. MPs and general elections 	<p>design argument</p> <ul style="list-style-type: none"> • 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 reincarnation 	<p>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>confidence and ways to develop self confidence</p> <ul style="list-style-type: none"> • Know about diversity in sexual orientations
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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 	
Tutorial * 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 and diversity	Respecting others/bullying	Being healthy and online safety	Aspirations and self worth	Independence, respect and religion	Personal safety

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

	Month Safeguarding Week Autumn Term A&B programme	Week	LGBT History Month Spring Term A&B Programme	Languages week	awareness week Summer Term A&B Programme	
Careers Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
What students are learning and where			Students have three lessons as part of science week covering careers in forensics (fingerprinting, DNA fingerprinting, chromatography and complete an investigation looking at blood splatter). <i>(Science lessons-STEAM week)</i>	Students will explore their own aspirations, start to understand what skills they have and how those may be desired by future employers. <i>(tutorial programme)</i>	Students will: <ul style="list-style-type: none"> • Know a range of possible career paths and employment options • Know the roles and responsibilities involved in a range of careers • List different careers in a variety of sectors • Understand the importance of exploring a range of careers 	Science - students consider six jobs which need knowledge of acids, alkalis and neutralisation, for example farmers. Students take part in Careers Day, which includes opportunities for external providers to lead workshops/activities about a range of career pathways. <i>(Activities Week)</i>

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					<p>and why different careers are required within our society</p> <ul style="list-style-type: none"> Analyse the pros and cons of different sectors and reflect on whether they would like to pursue a career in any of the sectors researched <p><i>(Cultural Studies lessons)</i></p> <p>Students will focus on understanding the value of leadership, teamwork and resilience, and how both can lead to academic, professional and social success</p> <p><i>(tutorial programme)</i></p>	
Link to Gatsby				1, 2, 4, 5	1, 2, 4	5, 7

Benchmarks						
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	<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 	<ul style="list-style-type: none"> • Timeline of religions and key elements Christianity • 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 	<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 	<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 	<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 	<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

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	<p>can have on a person in both the short and long term</p> <ul style="list-style-type: none"> • 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 	<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 Muslim • 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 	<p>help is important if concerned about prejudice or discrimination</p>	<p>assertive and negotiate with those around you.</p> <ul style="list-style-type: none"> • Can religions teach us how to build relationships? 	<p>should fight in a war?</p> <ul style="list-style-type: none"> • Getting along as a school community, for example everyone taking responsibility to stop bullying and sexual harassment • Should we always forgive? 	<p>help</p> <ul style="list-style-type: none"> • First aid basics
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		<p>the idea of moksha</p> <ul style="list-style-type: none"> ● Hinduism today ● Sikhism ● Belief in one universal God and the description of God in the Mool Mantra ● The importance of the Guru Granth Sahib, the 10 Gurus and their significance ● Key values, symbolism and principles ● 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,	Assessment will contain a combination of essay and one-mark questions, focusing on	Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and	Exam will contain a combination of essay and one-mark questions, focusing on topics covered so far this year,	Assessment will contain a combination of essay and one-mark questions, focusing on why war occurs,	Review will contain a combination of short answer questions, focusing on how decisions made now may impact a person's

	smoking and drugs on a person.	students' knowledge of two religions studied.	discrimination, examples, Equality Act 2010 and the impact on society.	including how religious belief may guide a follower when making decisions, physical and mental health and elements that impact these.	its impact on people and if forgiveness is possible.	future, including online gaming, gambling and addiction.
How can students prepare beyond the classroom?	Students should: <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 day-to-day life of an individual, or decisions that someone makes? • Why do some people turn to or away from religion during their lives? • Discuss topics that are raised in the lessons 		Students should: <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? • Find three news stories that show the concept of equality and/or equity. • Discuss topics that are raised in the lessons 		Students should: <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 • Discuss different career paths with family and friends discussing both the positive and negative aspects of the career 	
Tutorial Focus * 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: Understand the relationship between	Students will focus on: Different elements	Students will focus on: The similarities and	Students will focus on: First aid techniques	Students will focus on: List different careers	Students will focus on: Different religions

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	<p>risk behaviours, self value and peer pressure, and the circumstances when certain risk behaviours may become unsafe</p> <p>Explain how peer pressure influences smoking, drinking and drug taking</p> <p>Explain why and when smoking, drinking alcohol and drugs may become unsafe, be able to think critically about why others may participate in risk and make informed and safe decisions when undertaking risk behaviours</p> <p>Tutorials linked with Black History Month</p>	<p>of mental health, how to spot signs if either students or others may be affected by different mental health conditions.</p> <p>Strategies for students to enable them to help others or themselves, or where to turn to or support.</p> <p>The topics will focus on sleep, depression, anxiety and controlling emotions</p>	<p>differences between stereotypes, discrimination and prejudice.</p> <p>The Equality Act 2010, and what is protected.</p> <p>Chinese New Year</p> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<p>that students could use in an emergency</p> <p>How to ensure that a person who requires first aid remains safe until someone else gets to them.</p> <p>How do charities work, and how can students raise awareness of topics or charities that they care about</p> <p>Tutorials linked with LGBT History Month</p>	<p>in a variety of sectors</p> <p>Describe the roles and responsibilities involved in a range of careers</p> <p>Understand the importance of exploring a range of careers and why different careers are required within our society</p> <p>Tutorials linked with Mental Health awareness week</p>	<p>and beliefs in the UK</p> <p>How having a belief or no belief may affect decisions a person makes</p> <p>What is moral character</p> <p>Understand how strong moral character can lead to positive social, emotional and civic change</p>
<p>Personal development calendar events including Above & Beyond</p>						

	Black History Month Safeguarding Week Autumn Term A&B programme	Anti Bullying Week	Online safety day LGBT History Month Spring Term A&B Programme	Equality Week Languages week	Mental Health awareness week Summer Term A&B Programme	
Careers Focus						
What students are learning and where			Students will learn about careers in engineering through participating in a 'Building Bridges' task <i>(STEAM Week)</i>		Through the tutorial programme students will focus on: Knowing a range of possible career paths and employment options and the roles and responsibilities involved in a range of careers Listing different careers in a variety of sectors Understanding the importance of exploring a range of careers and why different careers are	Through the Cultural Studies programme students will focus on: Where will students be in ten years? Students will use online careers support to research potential careers and skills and qualifications required Cost of living, how to make informed financial decisions, and managing money

					required within our society	As part of activities week students will take part in Careers Day, which includes opportunities for providers to lead workshops/activities showcasing a range of career pathways
Link to Gatsby Benchmarks			4		1, 2, 4	1, 2, 3, 4, 5, 7
Year 9						
Cultural Studies						
	Autumn		Spring		Summer	
What students are learning	Peer Pressure		Promoting equality and diversity		Healthy relationships	
Key Content and Skills	<ul style="list-style-type: none"> • What is peer pressure? How to react to friends who might be pressuring a student to act a certain way • Impact of alcohol • Laws, impact and cost of smoking and vaping • What is grooming? How and why someone might join a gang, and the 		<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 		<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 	

	<p>potential implications of this</p> <ul style="list-style-type: none"> • 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 • Mental health 	about prejudice or discrimination	with those around you	<ul style="list-style-type: none"> • Can religions teach us how to build relationships? • Different forms of contraception • Awareness of different STIs/ STDs • 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 prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Watch/ listen to the news for everyday examples that link to the topics being covered • 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? • Discuss topics that are raised in the lessons 	<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? • Find three news stories that show the concept of equality and/or equity. • Discuss topics that are raised in the lessons 	<p>Students should:</p> <ul style="list-style-type: none"> • Watch/ listen the news for stories that link to the topics being covered • Discuss topics that are raised in the lessons 			
GCSE Citizenship						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students	Life in modern	Life in modern	Rights and	Rights and	Active citizenship	Active citizenship

<p>are learning</p>	<p>Britain</p>	<p>Britain</p>	<p>responsibilities</p>	<p>responsibilities</p>		
<p>Key Content and Skills</p>	<ul style="list-style-type: none"> • The principles and values that underpin British society • What we mean by identity • The role of the media and the free press 	<ul style="list-style-type: none"> • The UK's role in key international organisations • How citizens can make their voice heard and make a difference in society 	<ul style="list-style-type: none"> • The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law • Citizen's rights and responsibilities within the legal system • Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally 	<ul style="list-style-type: none"> • How the law protects the citizen and deal with criminals • The importance of key international agreement and treaties in regard to human rights: • the UN Universal Declaration on Human Rights • the European Convention on Human Rights • the UN Convention on the Rights of the Child • the Human Rights Act (1998). • The role of 	<p>Deciding the question or issue</p> <ul style="list-style-type: none"> • Students must select a contemporary issue/debate arising from the specification content. It can be local, national or international or a combination of all three strands. Teachers are expected to ensure that the topic/issue/debate selected relates to the content of the specification. • Following initial research and discussion, 	<p>Planning the action</p> <ul style="list-style-type: none"> • As a part of their research, students may develop further sets of questions which link and support their main question/issue. • As a result of their research, students should be able to arrive at both results and conclusions which will help them to plan their citizenship action. <p>Taking the action</p> <ul style="list-style-type: none"> • Following their research, students are expected to take

			<p>responsible for their actions (drive, marry, vote, join the forces)</p>	<p>international law in conflict situations:</p> <ul style="list-style-type: none"> • to protect victims of conflict • how international humanitarian law helps establish the rules of war. 	<p>students construct a question/issue for which they need to undertake further research.</p> <p>Carrying out the initial research</p> <ul style="list-style-type: none"> • Students research the issue using both primary and secondary sources. 	<p>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.</p> <p>Assessing the impact of the action</p> <ul style="list-style-type: none"> • At the conclusion of their work students should reflect upon their approach to the investigation, the methods they used and any outcome achieved.
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<p>Assessment</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Keep up to date with what is happening in the news, looking for examples of British values, human rights, migration and social media. • Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how? 		<p>Students should:</p> <ul style="list-style-type: none"> • Keep up to date with what is happening in the news. • Research laws in Britain that protect our freedoms and consider whether they work. • Think about what makes students who they are? What gives them their identity? 		<p>Students should:</p> <ul style="list-style-type: none"> • Widen their awareness of what is happening in the news and the current political situation within the UK https://www.bbc.co.uk/news/politics https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics https://www.bbc.co.uk/bitesize/subjects/z3ckjxs https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizens 	

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Tutorial Focus * 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 relationships Describe the importance of friendship for teenagers Describe how to demonstrate character in disputes, understand the complexity of	Know a range of possible career paths and employment options and the roles and responsibilities involved in a range of careers List different careers in the STEM sector Describe the roles and responsibilities involved in a	Know the risks associated with gambling State the laws on and surrounding gang crime and pornography Understand the circumstances when certain risk behaviours may become unsafe and the impact of pornography on this. Seek help if risk behaviours	Tutorials linked with LGBT History Month	Know the importance of a healthy diet and exercise in maintaining physical health. Describe how diets can lead to us becoming unhealthy. Understand the challenges of maintaining a balanced diet and regular exercise and the invisible nature of physical	Know how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and payday lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking

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	<p>relationship management</p> <p>Analyse whether popularity is important in relationships</p> <p>Be able to form and sustain positive relationships and critically assess the quality of their friendships</p> <p>Tutorials linked with Black History Month</p>	<p>range of STEM based careers</p> <p>Understand how stereotypes and expectations may limit aspiration and why different careers are required within our society</p> <p>Able to use labour market information to begin to make informed choices regarding future careers</p>	<p>become unsafe or unhealthy</p> <p>Explain when gambling becomes unsafe</p> <p>Analyse why young people enter gangs</p> <p>Critically assess why people choose to gamble</p> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>		<p>health. Critically assess how body shape and size influences perception of physical health</p> <p>Be able to make informed choices about diet and exercise and critically assess sources of health information</p> <p>Critically assess how the media portrays health</p> <p>Know warning signs of poor mental health and a range of poor mental health conditions and negative coping strategies</p> <p>List possible warning signs of poor mental health and negative</p>	<p>errors, e.g. gambler's fallacy, can increase susceptibility to gambling</p> <ul style="list-style-type: none"> • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
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					<p>coping strategies</p> <p>Understand the stigma and myths that surround mental health and the challenges of effectively managing/treating mental health. Explain why treating mental health is so difficult Be able to confidently seek help when experiencing poor mental health</p> <p>Tutorials linked with Mental Health awareness week</p>	
Personal development calendar events including Above & Beyond						
	<p>Black History Month</p> <p>Safeguarding Week</p> <p>Autumn Term A&B programme</p>	<p>Anti Bullying Week</p>	<p>Online safety day</p> <p>LGBT History Month</p> <p>Spring Term A&B Programme</p>	<p>Equality Week</p> <p>Languages week</p>	<p>Mental Health awareness week</p> <p>Summer Term A&B Programme</p>	

Careers Focus						
<p>What students are learning and where</p>		<p>Through the tutorial programme students will focus on:</p> <p>Knowing a range of possible career paths and employment options and the roles and responsibilities involved in a range of careers</p> <p>Listing different careers in the STEM sector</p> <p>Describing the roles and responsibilities involved in a range of STEM based careers</p> <p>Understanding how stereotypes and expectations may limit aspiration and why different</p>	<p>Students will hear from STEM careers 'role models' using the People Like Us resource.</p> <p><i>(Science lessons)</i></p>			<p>Through the tutorial programme students will focus on</p> <p>Knowing how to effectively budget and evaluate savings options</p> <ul style="list-style-type: none"> • how to prevent and manage debt, including understanding credit rating and payday lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • about the law and illegal financial

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		careers are required within our society Becoming able to use labour market information to begin to make informed choices regarding future careers				activities, including fraud and Cybercrime • how to manage risk in relation to financial activities As part of activities week students will take part in Careers Day, which includes opportunities for providers to lead workshops/activities showcasing a range of career pathways
Link to Gatsby Benchmarks		1, 2, 3, 4	2, 5			1, 4, 5, 7
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	Students review	• The principles	• How citizens can	• How the law	• Know the features of negative and	

<p>and Skills</p>	<p>and evaluate their whole investigative process and attempt to establish what went well and what could have been done differently.</p>	<p>and values that underpin British society</p> <ul style="list-style-type: none"> ● The concept of democracy and different forms of democracy, including representative democracy. ● The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law. 	<p>contribute to parliamentary democracy and hold those in power to account.</p> <ul style="list-style-type: none"> ● How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens. ● 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 	<p>protects the citizen and deal with criminals</p> <ul style="list-style-type: none"> ● The importance of key international agreement and treaties in regard to human rights: <ul style="list-style-type: none"> ● the UN Universal Declaration on Human Rights ● the European Convention on Human Rights ● the UN Convention on the Rights of the Child ● the Human Rights Act (1998). ● The role of international law in conflict situations: 	<p>positive relationships.</p> <ul style="list-style-type: none"> ● Understand how relationships can become negative or unsafe, and confidently seek help when in a negative platonic relationship ● List the physical signs of pregnancy ● Describe the emotional, financial and organisational commitments required to effectively care for children ● Understand the issues surrounding planned pregnancy and to be able to discuss the options that can be taken when faced with an unplanned pregnancy ● Critically assess the advantages and disadvantages of abortion, adoption and having an unplanned pregnancy ● Be able to make informed decisions about when to have sex and when to have children ● Know the law on consent ● Describe how consent issues can have an impact on intimate relationships ● Understand the issues surrounding consent and rape ● Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship ● Assess how pressure and consent issues can affect intimate relationships ● Know where and how to seek help if they
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			<p>for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • to protect victims of conflict • how international humanitarian law helps establish the rules of war. 	<p>experience pressure, sexual assault or rape in an attempted intimate relationship</p>
Assessment	<p>Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing</p>	<p>Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure.</p>	<p>Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing</p>	<p>Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure.</p>	<p>Review questions set on a Google form, to Check students' understanding on the Topics covered.</p>

	on content covered from Theme 4 Active Citizenship.	Focusing on content covered from Theme 3 - Politics and Participation.	on content covered from Themes 1, 2, 3 and 4.	Focusing on content covered from Themes 1, 2,3 and 4.		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> ● Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable). ● 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. ● Who are current pressure groups, what are they doing and what are they pressuring the government to do? 	<p>Students should:</p> <ul style="list-style-type: none"> ● Create revision guides for all their units. ● Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section. ● Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves. ● Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work. 	<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/ ● 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. 			
Tutorial Focus						
* 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	To know strategies	Understand the	Know patterns in	Know about	Critically assess the	Be able to

<p>and Skills</p>	<p>that help to maintain good mental health and the possible causes/warning signs of poor mental health.</p> <ul style="list-style-type: none"> • List the warning signs of poor mental health due to bereavement. • Understand that certain circumstances may lead to poor mental health • To know how to maintain body positivity <p>Tutorials linked with Black History Month</p>	<p>law on consent.</p> <ul style="list-style-type: none"> • Describe how consent issues can impact intimate relationships. • Understand the issues surrounding consent and rape. • Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship • Assess how pressure and consent issues can affect intimate relationships • Know where and how to seek help if they experience pressure, sexual assault or rape in an intimate relationship 	<p>the labour market and a range of possible career paths and employment options</p> <p>Know the roles and responsibilities involved in a range of careers</p> <p>Understand why different careers are required within our society and that the labour market may impact employment opportunities</p> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<p>positive and negative role models</p> <ul style="list-style-type: none"> • how to evaluate the influence of role models and become a positive role model for peers • about the media’s impact on perceptions of gang culture • how to keep self and others safe in situations, peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations * about communities, inclusion, respect and belonging 	<p>challenges of maintaining good quality sleep</p> <ul style="list-style-type: none"> • Describe how good quality sleep benefits physical and mental health • Explain why CPR is important in personal safety <p>Tutorials linked with Mental Health awareness week</p>	<p>confidently explore career paths and employment options</p> <p>Make informed decisions about what career path to pursue</p> <p>Know how Post 16 choices can link with future careers</p>
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				Tutorials linked with LGBT History Month		
Personal development calendar events inc A&B link	Black History Month Autumn Term A&B programme		Online safety day LGBT History Month Spring Term A&B Programme	Languages week	Mental Health awareness week Summer Term A&B Programme	
Careers Focus						
What students are learning and where			Through the tutorial programme students will: Know patterns in the labour market and a range of possible career paths and employment options Know the roles and responsibilities involved in a range of careers Understand why different careers are required within our society and that the		90 targeted students will attend a BUILD workshop to learn about careers in the construction industry.	Through the tutorial programme students will: Be able to confidently explore career paths and employment options Make informed decisions about what career path to pursue Know how post-16 choices can link with future careers As part of activities

			labour market may have an impact on employment opportunities Students will hear from STEM careers 'role models' using the People Like Us resource. <i>(Science lessons)</i>			week students will take part in Careers Day, which includes opportunities for providers to lead workshops/activities showcasing a range of career pathways
Link to Gatsby Benchmarks			1, 2, 4, 5		2, 3, 5, 7, 8	1, 2, 4, 5, 7, 8
Year 11						
Cultural Studies						
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	N/A
Key Content and Skills	<ul style="list-style-type: none"> Relationship expectations and values Managing 	<ul style="list-style-type: none"> Fertility and different views on family life, including 	<ul style="list-style-type: none"> Making safe and healthy life choices Personal safety 	<ul style="list-style-type: none"> Self examination and noticing changes Blood, organ 	<ul style="list-style-type: none"> Reviewing revision techniques How to 	

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	<p>relationship challenges and where to seek help if required</p> <ul style="list-style-type: none"> Identifying and responding to harassment and abuse Maintaining sexual health, having good sex and sexual health services Religious views on relationships 	<p>pregnancy, adoption, abortion and miscarriage</p> <ul style="list-style-type: none"> The law regarding forced 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"> Responding to social media and societal pressures and their impacts Looking after the environment Different diets Donating to charities Forgiveness Divorce Life after death 	<p>and stem cell donation</p> <ul style="list-style-type: none"> Discrimination and extremism Religious teachings linking with lifestyle choices, keeping safe, medical donations and discrimination 	<p>recognise signs of changing mental health in oneself and others, the support available, and how to support a loved one.</p> <ul style="list-style-type: none"> Balancing online and other activities Factors that can maintain good physical health after school and living on your own. 	
Assessment	Review questions	Review questions	Review questions	Review questions	Review questions	

	set on a Google form, to check students' understanding on the topics covered.	set on a Google form, to check students' understanding on the topics covered.	set on a Google form, to check students' understanding on the topics covered.	set on a Google form, to check students' understanding on the topics covered.	set on a Google form, to check students' understanding on the topics covered.	
How can students prepare beyond the classroom?	Students should: <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/ 		Students should: <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 		Students should: <ul style="list-style-type: none"> Revise and prepare for exams 	
Tutorial Focus * 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 Understand the relationship between sleep,	Know the risks associated with substance abuse and the laws surrounding drug taking Understand the relationship between risk behaviours, self	To be able to set themselves a goal of where they want to be in 12 months time and be able to plan their pathway to achieving this. To know resilience	Identify how to research careers and create an action plan to find the right career that suits them Be able to correctly identify and describe the benefits of	Identify and describe the order of the CPR steps Identify what a defibrillator is and how to use one Identify ways to improve levels of personal safety and	

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	<p>physical and mental health</p> <p>Tutorials linked with Black History Month</p>	<p>value and peer pressure, and the circumstances when certain risk behaviours may become unsafe</p> <p>Explain how peer pressure influences smoking, drinking and drug taking, and be able to think critically about why others may participate in risk</p> <p>Be able to make informed and safe decisions when confronted with possible risk behaviours</p>	<p>techniques and be able to apply them in real life situations where necessary</p> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<p>pursuing a career in the STEM industries</p> <p>Be able to identify some considerations employers make when choosing who to employ</p> <p>Tutorials linked with LGBT History Month</p>	<p>what to do in different types of medical emergencies.</p> <p>Tutorials linked with Mental Health awareness week</p>	
Personal development calendar events including Above & Beyond						
	<p>Black History Month</p> <p>Safeguarding Week</p>	<p>Anti Bullying Week</p>	<p>Online safety day</p> <p>LGBT History Month</p>	<p>Equality Week</p> <p>Languages week</p>	<p>Mental Health awareness week</p> <p>Summer Term A&B</p>	

	Autumn Term A&B programme		Spring Term A&B Programme		Programme	
Careers Focus						
What students are learning		<p>Through the Cultural Studies curriculum, students will:</p> <p>Understand the purpose of the job application process and how to succeed</p> <p>Explain how different post-16 subjects and qualifications can lead to different employment options</p> <p>Be able to make informed decisions about what post-16 options to take</p> <p>Know a range of possible career</p>	<p>Students will hear from STEM careers ‘role models’ using the People Like Us resource. <i>(Science lessons)</i></p>	<p>Students will review their post-16 choices in light of their PPE results.</p> <p>Through the tutorial programme, students will:</p> <p>Develop their knowledge of a range of possible career paths and employment options</p> <p>Develop their knowledge of the roles and responsibilities involved in a range of careers</p>		

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		<p>paths and employment options</p> <p>Know the roles and responsibilities involved in a range of careers</p> <p>Be able to list different careers in the business sector</p> <p>Describe the roles and responsibilities involved in a range of business based careers</p> <p>Understand how stereotypes and expectations may limit aspiration and why different careers are required within our society</p> <p>Know the financial responsibilities they will have post-18</p>				
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Link to Gatsby Benchmarks		1, 2, 3, 4		1, 2, 3, 4		
Years 12 & 13						
Tutorial Focus - Year 1 * 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/study skills & Mental health	World of work & Relationships	Goal setting & Black Lives Matter	Managing money & Drugs and alcohol	Critical thinking & 'What's Your Purpose?'	UCAS/RAG & 'The Happiness Project'
Key Content and Skills	<p>Students will focus on:</p> <p>How to manage work-life balance, including study, leisure, exercise, sleep and time online</p> <p>Strategies to promote mental health and emotional wellbeing and address difficulties</p>	<p>Students will focus on:</p> <p>How to seek and assertively give, not give or withdraw consent, in all contexts</p> <p>The legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</p> <p>The emotional, physical, social,</p>	<p>Students will focus on:</p> <p>How to communicate personal values in different types of relationships</p> <p>Learning about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</p> <p>Strategies to challenge prejudice</p>	<p>Students will focus on:</p> <p>How to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</p> <p>The consequences of substance use,</p>	<p>Students will focus on:</p> <p>How to assess strengths, interests, values, and skills to set realistic, aspirational goals</p> <p>How to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships,</p>	<p>Students will focus on:</p> <p>Acts of kindness</p> <p>Strategies to promote mental health and emotional wellbeing and address difficulties</p> <p>How to celebrate cultural diversity and promote inclusion</p>

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	<p>Stress management strategies</p> <p>The signs of emotional or mental ill-health</p> <p>How, when and why to access appropriate support and treatment</p> <p>The effects on body image and self-esteem of idealised images of bodies and pressure to conform</p> <p>Strategies to manage influences on body image</p> <p>How to manage influences and risks relating to cosmetic and aesthetic body alterations</p>	<p>and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>How to identify the signs of abuse, exploitation and assault or rape</p> <p>Where and how to access support and report concerns, including online</p> <p>To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</p> <p>How to recognise manipulation and coercion and manage negative influence and persuasion</p>	<p>and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</p> <p>How to celebrate cultural diversity and promote inclusion</p> <p>Learning about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</p> <p>How to safely challenge prejudice and discrimination, including online</p> <p>Learning about extremism and radicalisation, how to reduce the risks and when, where and how to seek help</p>	<p>and how to manage use of alcohol and other drugs</p> <p>The risks of being a passenger with an intoxicated driver and how to manage this</p> <p>About the impact of substance use on road safety, work-place safety, reputation and career</p>	<p>and gap year opportunities</p> <p>How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities</p>	<p>How to evaluate strengths, skills and interests in relation to future opportunities and career development</p> <p>Learning about the implications of the global market for future choices in education and employment</p> <p>How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>Learning about application processes, including how to write a concise and compelling personal</p>
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		<p>Exit strategies for unhealthy relationships</p> <p>About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</p> <p>About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help</p> <p>Exit strategies for pressurised or dangerous situations</p> <p>How to evaluate strengths, skills and interests in relation to future roles and</p>				<p>statement, effectively refine and tailor a CV and prepare for interviews</p>
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		<p>opportunities</p> <p>How to be enterprising in life and work</p> <p>How to write an effective CV and prepare for interviews for part-time work</p> <p>About career opportunities in a global economy</p> <p>About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'</p> <p>How to demonstrate professional conduct, including following health and safety</p>				
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		<p>protocols</p> <p>About workplace confidentiality and security, including cyber-security and data protection</p> <p>When, why and how to seek or provide support in response to bullying and harassment in the workplace</p> <p>Strategies for overcoming challenges or adversity in the workplace</p> <p>About the role of trade unions and professional organisations</p>				
<p>Tutorial Focus - Year 2</p> <p>* Subject to change to respond to current events</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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What students are learning	Transition/study skills & Mental health	Goal setting (careers focused) & Relationships	Political awareness & 'Know Your Rights'	Critical thinking & 'Know Your Rights'	Media Literacy & Healthy Living	UCAS/RAG & Healthy Living
Key Content and Skills	<p>Students will focus on:</p> <p>How to manage work-life balance, including study, leisure, exercise, sleep and time online</p> <p>Strategies to promote mental health and emotional wellbeing and address difficulties</p> <p>Stress management strategies</p> <p>The signs of emotional or mental ill-health</p> <p>How, when and why to access appropriate</p>	<p>Students will focus on:</p> <p>How to seek and assertively give, not give or withdraw consent, in all contexts</p> <p>The legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</p> <p>The emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>How to identify the signs of abuse, exploitation and assault or rape</p>	<p>Students will focus on:</p> <p>Learning about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</p> <p>Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</p> <p>How to celebrate cultural diversity and promote inclusion</p> <p>Learning about the ways different faith or cultural views can influence relationships, and</p>	<p>Students will focus on:</p> <p>Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</p> <p>How to celebrate cultural diversity and promote inclusion</p> <p>Focus on how students evaluate risk and make decisions</p>	<p>Students will focus on:</p> <p>Skills to improve adaptability and resilience during periods of change and strategies to manage change</p> <p>About the importance of monitoring personal health and wellbeing</p> <p>How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</p>	<p>Students will focus on:</p> <p>Skills to improve adaptability and resilience during periods of change and strategies to manage change</p> <p>About the importance of monitoring personal health and wellbeing</p> <p>How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</p>

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	<p>support and treatment</p> <p>The effects on body image and self-esteem of idealised images of bodies and pressure to conform</p> <p>Strategies to manage influences on body image</p> <p>How to manage influences and risks relating to cosmetic and aesthetic body alterations</p>	<p>Where and how to access support and report concerns, including online</p> <p>To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</p> <p>How to recognise manipulation and coercion and manage negative influence and persuasion</p> <p>Exit strategies for unhealthy relationships</p> <p>About rights in relation to harassment, including online, stalking and violence, how to</p>	<p>how to challenge these if appropriate</p> <p>How to safely challenge prejudice and discrimination, including online</p> <p>Learning about extremism and radicalisation, how to reduce the risks and when, where and how to seek help</p> <p>How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.</p>		<p>How to maintain a healthier diet</p>	<p>How to maintain a healthier diet</p> <p>How to evaluate strengths, skills and interests in relation to future opportunities and career development</p> <p>Learning about the implications of the global market for future choices in education and employment</p> <p>How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>Learning about application processes, including how to</p>
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		<p>respond and where to seek help</p> <p>How to assess strengths, interests, values, and skills to set realistic, aspirational goals</p> <p>How to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities</p> <p>How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities</p> <p>How to evaluate the changing patterns and trends</p>	<p>Who can stand for election and how candidates are selected.</p> <p>Who can and cannot vote in elections and why; debates about the voting age.</p> <p>Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout at elections.</p>			<p>write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</p>
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		in the labour market, locally, nationally and internationally, and benefit from potential opportunities				
Additional Year 12 initiatives	<p>Fortnightly enrichment clubs timetabled into the tutor programme</p> <p>Timetabled fortnightly guest speaker.</p> <p>We are Leaders - chosen Year 12s are linked up with a KS3 tutor group to support</p>		<p>Fortnightly enrichment clubs timetabled into the tutor programme</p> <p>Student Leadership Team - helping at school events, mentoring younger students</p> <p>Timetabled fortnightly guest speaker.</p> <p>We are Leaders - chosen Year 12s are linked up with a KS3 tutor group to support</p>			
Personal development calendar events including Above & Beyond						
	<p>Black History Month</p> <p>Safeguarding Week</p> <p>Autumn Term A&B programme</p> <p>Tutor time enrichment options run throughout the</p>	<p>Anti Bullying Week</p>	<p>Online safety day</p> <p>LGBT History Month</p> <p>Spring Term A&B Programme</p>	<p>Equality Week</p> <p>Languages week</p>	<p>Mental Health awareness week</p> <p>Summer Term A&B Programme</p>	

	year here					
Careers Focus						
What students are learning	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p> <p>Meetings and workshops throughout Year 12 to work on researching and preparing for university/apprenticeship applications</p> <p>Year 12 trip to Reading or Royal Holloway university for all students</p> <p>Year 12 and 13 Christmas Community Event -</p>	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p> <p>Y12: University of Cambridge trip for Reach Pathway students</p> <p>Year 12 and 13 Christmas Community Event - students take a lead role in putting on a Christmas tea party for elderly local residents each year</p>	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p> <p>Year 13 - STEM further education/ careers mentoring programme (student opt in only)</p>	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p>	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p> <p>Year 12 - STEM further education/ careers mentoring programme (student opt in only)</p>	<p>Fortnightly 1:1 mentoring with form tutors about study plans and post-18 options built into the tutor programme. Including dedicated supervisor who mentors students' post-18 application</p> <p>Talk theTalk day in activities week - a day of improving speaking and interview skills</p> <p>Work experience week in July of Year 12</p> <p>Post-18 applications drafting day in activities week in July</p>

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	students take a lead role in putting on a Christmas tea party for elderly local residents each year					Year 12 - As part of activities week students will take part in Careers Day, which includes opportunities for Providers to lead workshops / activities
Link to Gatsby Benchmarks	1, 2, 3, 4, 7, 8	1, 2, 3, 4, 7, 8	1, 2, 3, 8	1, 2, 3, 8	1, 2, 3, 8	1, 2, 3, 4, 5, 6, 8