

Ethics, Philosophy and Citizenship

Five-Year Curriculum Plan



Year 7

	7.1	7.2	7.3	7.4	7.5	7.6
	What makes me unique? What are my dreams for the future?	Relationships and Resilience	Environment and Community	Life Journeys	Britishness	Nature and Civic Duty
Knowledge	This topic will allow students to develop an understanding what makes them, who they are. They will be able to identify their personal strengths and life ambitions as well as how to balance work/school life and home life and how to look after themselves in terms of physical health.	Students will develop their knowledge of relationships and resilience through EPC lessons, concentrating on their transition from Primary School to Secondary school and considering friendship values as they meet new people. They will look how their bodies will begin to change and how they adapt to this. As well as how to be resilient.	Students will gain a greater understanding of the environment and community by considering how they could make a difference. They will learn about the importance of recycling and how we can help those less fortunate by collecting donations for the local food banks. Students will be educated into what life as a refugee is like and how basic first aid skills can help those in need.	The Life Journeys topic will allow students to consider different concepts that will allow us to develop as human beings including what happens when we die, managing money, mental health as well as pressure and influence, sexuality, consent, and sexting.	Students will develop an understanding of what the terms "Britishness" means. They will investigate the British culture whilst studying what democracy and the rule of law is.	Students will evaluate human responsibility to care for the planet and use Christian sources to inform their judgement on how humans should behave considering humans and animals rights and the environment.
Skills and concepts	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H3, H4, H5, H6, H10, H13, H14, H16, H17, H18, H31, H34, L1 L2, L3, L6, L7, L8, L9, L10, L12, L14</p> <p>Students will address the following sections of the KS3 CDI framework</p> <p>"Describe strengths and preferences." "Focus on positive aspects to progress and achieve." "Give examples of different kinds of work." "Identify stereotyping and discrimination." "Recognise qualities and strengths."</p> <p>The following criteria from the Wakefield SACRE document will be focused on "discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues."</p> <p>Skill focus Communication Listening Resilience Problem solving Responsibility Initiative Confidence</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H4, H5, H6, H9, H20, H34, R1, R9, R10, R14, R42,</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "Reflect on the relationship between beliefs, teachings and ultimate question." as well as "investigating the differing impacts of religious beliefs and teachings on individuals"</p> <p>Skill focus Communication Teamwork Adaptability Resilience Reflection Listening</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H4, H8, H9, H10, H33, R15, R16, R37, R38,</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "Reflect and evaluate their own and others' beliefs about world issues such as poverty and the importance of environment."</p> <p>Skill focus Communication Listening Empathy Resilience Teamwork</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H17, H18, H31, R16, R24, R25, R26, R27, R29, R30, R37, R38, R40, L15, L16.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy." Students will "express their own beliefs and ideas."</p> <p>Students will also start to address the KS3 CDI framework through "Students will demonstrate how to manage a budget."</p> <p>Skill focus Communication Listening Empathy Resilience Problem solving Financial Capability Responsibility</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term R3, R4, R5, R15, R16, R38, R39, R40, R41.</p> <p>The following criteria from the Wakefield SACRE document will be focused on "investigate and explain why people belong to faith communities an explain reasons for diversity in religion</p> <p>Skill focus Communication Listening Resilience Responsibility Empathy</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H30, R13, R14, R15, R16, R17, R42, R43, R44, R45, R46, R47.</p> <p>The following criteria from the Wakefield SACRE document will be focused on "interpret a variety of forms of religious and spiritual expression."</p> <p>Skill focus Communication Listening Resilience Responsibility Empathy Initiative Reflection</p>
British Values Links to the NC	<p>British Values addressed: Tolerance Democracy</p>	<p>British Values addressed: The Rule of Law Mutual Respect Tolerance</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study "Students will be taught about the roles played by institutions and voluntary groups in society and the ways citizens work together to improve their community."</p> <p>British Values addressed: Mutual Respect Tolerance Democracy</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study "The functions and uses of money."</p> <p>British Values addressed: The Rule of Law Mutual Respect Individual Liberty Democracy</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study "The political system of the democratic government in the UK." "The operation of parliament." "The nature of rules and laws."</p> <p>British Values addressed: The Rule of Law Tolerance Democracy Individual Liberty</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study "The roles played by institutions and voluntary groups in society and the ways citizens work together to improve their community."</p> <p>British Values addressed: Mutual Respect Tolerance Democracy</p>

<p>Prior Learning/ New Learning</p>	<p>Students will gain a deeper understanding of themselves, what they desire for the future and how they can get there.</p>	<p>Students will develop resilience throughout the lessons when exploring own beliefs and values</p>	<p>This will develop the students' knowledge of the community they live in alongside starting to understand parts of the Christian religion.</p>	<p>This topic builds on students understanding of basic human life skills</p>	<p>Students will be introduced to the concept of Britishness and why this is important.</p>	<p>Students will be building on prior knowledge of Christianity and their beliefs and values when exploring the issue of animal rights. Students develop their moral reasoning skills by studying the environment and what we should do to preserve it.</p>
<p>Future Learning</p>	<p>Students will further develop their knowledge of PHSE, RSE, RE, Citizenship and Careers in Year 8, building on the foundation topics that were covered in year 7. Topics covered are age appropriate and function as building blocks to the next year of learning.</p>					
<p>Assessment</p>	<p>Students complete demonstrate and connect tasks three times per half, one or two of which are peer assessed tasks taking the form of a series of questions. The additional demonstrate task is a written paragraph which is marked by the teacher, this allows for SPAG marking and teacher feedback. Twice per year students will complete an end of term assessment quiz which is completed on Microsoft forms. This gives students the opportunity to review their learning for the whole half term and see how much they have learned.</p>					

Year 8

	8.1	8.2	8.3	8.4	8.5	8.6
	Decisions, Decisions & LMI	Change	Impacting on others	Morality	Rights and Responsibilities	Conflict and Civic Duty
Knowledge	Students will develop their knowledge of the making decisions about their futures. They will explore employability skills as well as other people's views on education. Students will be able to identify qualities in role models and how to be successful themselves. Students will gain knowledge of the Labour Market and how to use the information to help them make decisions about their futures.	Students will be exploring what the word "change" means. They will explore how to deal with emotions when they lose a loved one, what healthy relationships look like, the importance of keeping fit and healthy as well as raising awareness of the LGBT+ community and some of the issues they face.	Students will gain an understanding of how their actions can have an impact on others as well as how the media can impact on others. These topics will be explored through politics, money issues and alcohol and drug abuse.	Students will develop their knowledge of morality by exploring what is morally right and wrong. Students will investigate gambling, crime, homophobia etc.	Students will explore the rights and responsibilities they have as humans. They will develop an understanding of social justice and how to form a mutual respect with others.	Students will develop an understanding of Ethics and gang culture as well as being aware of the importance of accepting responsibility for their actions and how all these things can lead to conflict.
Skills and concepts	<p>Students will have addressed the following KS3 PSHE standards during this half term , L1, L2, L7, L8, L9, L10, L11, L12, L13, L14, L15, L16.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments." "Express their own beliefs and ideas, using a variety of forms of expression</p> <p>Students will also start to address the KS3 CDI framework through "describe themselves considering strengths and preferences."</p> <p>Skill focus Communication Teamwork Adaptability Resilience Reflection Listening</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H2, H4, H5, H8, H12, H13, H14, H17, H18, H30, H31, R1, R2, R3, R4, R5, R13, R16, R22, R23.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "investigate and explain the differing impacts of religious beliefs and teachings"</p> <p>Skill focus Communication Teamwork Adaptability Resilience Reflection Listening</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H23, H24, H25, H26, H27, H28, H35, H36, R7, R8, R28, L15, L16, L17.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy"</p> <p>Students will also start to address the KS3 CDI framework through "Students will demonstrate how to manage a budget."</p> <p>Skill focus Communication Listening Empathy Resilience Teamwork</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H7, H8, H9, H10, H13, H14, H17, H18, H32, H35, H36, R24, R25, R26, R27, R28, L15.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "interpret a variety of forms of religious and spiritual expression."</p> <p>Students will also start to address the KS3 CDI framework through "Students will demonstrate how to manage a budget."</p> <p>Skill focus Communication Listening Empathy Resilience Teamwork Problem Solving</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H3, H7, H8, H10, H12, H14, H20, H21, R6, R23, R37, R40.</p> <p>Skill focus Communication Listening Empathy Resilience Teamwork Problem Solving</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term R45, R46, R47, L15, L17, L18, L19.</p> <p>The following criteria from the Wakefield SACRE document will be focused on "reflect and evaluate their own and others beliefs about world issues such as peace and conflict."</p> <p>Students will also start to address the KS3 CDI framework through "Students will demonstrate how to manage a budget."</p> <p>Skill focus Communication Listening Resilience Problem Solving Empathy Reflection</p>
British Values Links to the NC	British Values addressed: Individual Liberty Mutual Respect	British Values addressed: Tolerance Individual Liberty Mutual Respect	Students will focus on the following criteria from the Citizenship Programme of Study "the operation of Parliament, including voting and elections, and the role of the political parties" British Values addressed: Tolerance Mutual Respect Rule of Law	Students will focus on the following criteria from the Citizenship Programme of Study "the functions and uses of money." British Values addressed: Individual Liberty Mutual Respect Tolerance	Students will focus on the following criteria from the Citizenship Programme of Study "The precious liberties enjoyed by citizens of the United Kingdom." British Values addressed: Individual Liberty Mutual Respect Tolerance	Students will focus on the following criteria from the Citizenship Programme of Study "the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities." "The nature of rules and laws and the justice system." British Values addressed: Rule of Law Mutual Respect Tolerance
Prior Learning/ New Learning	Students will build on their knowledge from the Y7 topic of "What makes me unique/What are my dreams for the future" They will develop a deeper understanding of how to be responsible and actively involved in public life, via the decision-making process.	Students will develop their knowledge of how to cope with situations as changes to both our bodies and our lives occur.	Students will build a greater understanding to how their actions can have an impact on others and what could occur as a result of this.	Students will build on Y7 topics of relationship and resilience and life journeys. They will understand how to make morally right decisions throughout life.	Students will build upon their understanding of their rights from the Y7 topic of "Britishness" and apply this to social justice.	Students will build upon their moral reasoning skills by studying moral ideas. In addition students will continue to develop their understanding of tolerance and the need to develop and form respectful relationships within society

Future Learning	Students will further develop their knowledge of PHSE, RSE, RE, Citizenship and Careers in Year 9, building on the topics that were covered in Year 7. Topics covered are age appropriate and act as building blocks to the next year of learning.
Assessment	Students complete demonstrate and connect tasks three times per half, one or two of which are peer assessed tasks taking the form of a series of questions. The additional demonstrate task is a written paragraph which is marked by the teacher, this allows for SPAG marking and teacher feedback. Twice per year students will complete an end of term assessment quiz which is completed on Microsoft forms. This gives students the opportunity to review their learning for the whole half term and see how much they have learned.

Year 9

	9.1	9.2	9.3	9.4	9.5	9.6
	Job Awareness/KS4 Choices	Healthy Mind and Healthy Body	The Media	Internationalism	Prejudice and Discrimination	GCSE Preparation
Knowledge	Students will start to consider their next steps in their journey, building on the knowledge they gained about themselves in the previous half term. Students will begin to consider a career path and what they need to do to achieve it.	Students will explore what is meant by the term healthy body, healthy mind. They will investigate what makes them, them and how it links to maintain relationships and their future pathways	Students will develop an understanding of the media and what they do. This will be linked different viewpoints as well as allowing them to reflect on their own emotional health.	Students will understand the concept of internationalism and their role within this. They will be taught about globalisation, interfaith as well as radicalisation and antisocial behaviour.	-Students will gain a clear understanding of the words prejudice and discrimination. They will understand how different concepts can determine this for example bullying body image etc.	Students will prepare for their transition into KS4. As part of this they will develop and understanding of study and research skills and how to become organised as well as considering different coping strategies when dealing with stressful situations.
Skills and concepts	<p>Students will have addressed the following KS3 PSHE standards during this half term L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments and express insights into the significance and value of religion and other world views on human relationships personally, locally and globally."</p> <p>Students will address the KS3 CDI framework through "describe different explanations of what careers are and how they can be developed, give examples of different kinds of work and why people's satisfaction with their working lives can change, be aware of what labour market information (LMI) is and how it can be useful to you, recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable, know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need." Students will also recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion.</p> <p>Skill focus Communication Listening Resilience Problem solving Financial Capability Responsibility Initiative</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H12, H22, R2, R6, R7, R10, R15, R16, R18, L3, L9, L14.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas, reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas and express their own beliefs and ideas, using a variety of forms of expression."</p> <p>Students will address the KS3 CDI framework through "be able to focus on the positive aspects of your wellbeing, progress and achievements, recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable, know how to identify and systematically explore the options open to you at a decision point."</p> <p>Skill focus Communication Teamwork Adaptability Resilience Reflection Listening Empathy</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H2, H4, H5, H9, H10, H12, H13, H21, R9, R10, R14, R16, R41, L2, L3, L9, L12, L26.</p> <p>Students will address the KS3 CDI framework through "describe different explanations of what careers are and how they can be developed, know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need, know how to prepare and present yourself well when going through a selection process, show that you can be positive, flexible and well-prepared at transition points in your life."</p> <p>Skill focus Communication Listening Resilience Problem solving Responsibility Confidence</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H23, H24, H25, H27, H28, R37, R40, R41, R44, R45, R46, L7, L8, L9.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "investigate and explain why people belong to faith communities and explain the reasons for diversity in religion and discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues .</p> <p>Students will address the KS3 CDI framework through "know how to identify and systematically explore the options open to you at a decision point."</p> <p>Skill focus Communication Listening Resilience Responsibility Empathy</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H1, H2, H3, H11, H12, H21, H30, H31, R17, R24, R27, R37, R38, R39, R40, R41, R42, R43, R44, R45</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies, express insights into the significance and value of religion and other world views on human relationships personally, locally and globally, express their own beliefs and ideas, using a variety of forms of expression</p> <p>Skill focus Communication Listening Resilience Responsibility Empathy Initiative Reflection</p>	<p>Students will have addressed the following KS3 PSHE standards during this half term H7, H8, H9, H10, H11, H12, H21, R1, R35, L1, L15, L16.</p> <p>The following criteria from the Wakefield SACRE document will be focused on: "reflect on the relationship between beliefs, teachings and ultimate questions and communicate their own ideas and using reasoned arguments, investigate and explain why people belong to faith communities and explain the reasons for diversity in religion."</p> <p>Students will address the KS3 CDI framework through "show that you can manage your own budget and contribute to household and school budgets, show that you can be positive, flexible and well-prepared at transition points in your life."</p> <p>Skill focus Communication Listening Resilience Responsibility Empathy Initiative Reflection Financial Capability Responsibility</p>

<p>British Values Links to the NC</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"the precious liberties enjoyed by the citizens of the United Kingdom."</u></p> <p>British Values addressed: Democracy Individual Liberty Mutual Respect</p>	<p>British Values addressed: Tolerance The Rule of Law Individual Liberty</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"the precious liberties enjoyed by the citizens of the United Kingdom."</u></p> <p>British Values addressed: Democracy Individual Liberty Mutual Respect The Rule of Law Tolerance</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"Students will be taught about the roles played by institutions and voluntary groups in society and the ways citizens work together to improve their community."</u></p> <p>British Values addressed: Democracy Mutual Respect The Rule of Law</p>	<p>British Values addressed: Democracy Individual Liberty Mutual Respect</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"the functions and uses of money and the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school -based activities"</u></p> <p>British Values addressed: Tolerance Mutual Respect</p>
<p>Prior Learning/ New Learning</p>	<p>Students will build upon prior knowledge from Y7 (What makes me unique/What are my dreams for the future) and activities covered in form time such as career of the week.</p>	<p>Students will build on their knowledge from Y7 (All about me) and Y8 (change) in order to understand what it means to have a healthy body and healthy mind.</p>	<p>Students will build on knowledge gained during the life journeys topic in year 7 and the power of education topic in year 8.</p>	<p>Students will build on knowledge developed in the Britishness topic in year 7 and the rights and responsibility topic in year 8.</p>	<p>Students will continue to develop knowledge of how to be respectful and a responsible citizen.</p>	<p>Students will build on their relationships knowledge from sessions explored in form time activities to consolidate prior knowledge and deepen understanding of particular aspects.</p>
<p>Future Learning</p>	<p>Students will further develop their knowledge of PHSE, RSE, RE, Citizenship and Careers in Year 10. This year will conclude their Key Stage 3 learning but will continue to build on the learning from Year 7 and Year 8. Topics will be expanded further using new skills, for example, comparing of different religions and their way of life. Topics covered are age appropriate.</p>					
<p>Assessment</p>	<p>Students complete demonstrate and connect tasks three times per half, one or two of which are peer assessed tasks taking the form of a series of questions. The additional demonstrate task is a written paragraph which is marked by the teacher, this allows for SPAG marking and teacher feedback. Twice per year students will complete an end of term assessment quiz which is completed on Microsoft forms. This gives students the opportunity to review their learning for the whole half term and see how much they have learned.</p>					

Year 10

	10.1 Choices and Pathways	10.2 Human Values	10.3 Relationships	10.4 Personal Health	10.5 Citizenship and British Values	10.6 Preparing for the real world
Knowledge	Students will really begin to think about their future considering their learning from key stage 3 surrounding careers. This learning will enable them to make informed choices around their college taster days.	Students will explore the term human value and what it means. They will consider what makes them who they are and how we should treat people who may be different to ourselves. Students will also consider how to keep themselves safe and why it is important to do so.	Students will continue to develop their understanding of relationships gained in key stage 3. They will look at this on a deeper level considering various aspects of relationships and things that may occur from being in a relationship.	Students will build on their personal health knowledge from key stage 3, taking a deeper dive into the term and what they need to consider in order to be a healthy individual.	Students will investigate what it means to be British on a deeper level looking at the government and how it works along with charities and human rights.	Students will reflect on their college taster days and further investigate the options available to them. They will also consider barriers they may have to face and how they may overcome them including things such as teenage pregnancy.
Skills and concepts	<p>Students will have addressed the following KS4 PSHE standards during this half term R5, R34, L1, L2, L3, L4, L5, L6, L8, L10, L11, L13, L15.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: "develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving and communication in a variety of media."</p> <p>Students will address the KS4 CDI framework through Recognise how they are changing, what they have to offer and what is important to them. Be positive about their own story and the responsibility of their own progress, achievements, and wellbeing. Explain key ideas about their career and career development. Find relevant job and labour market information (LMI) and know how to use it in your career planning. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. • Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen. Review and reflect on previous transitions to help improve for future moves in education, training, and employment.</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Communication • Problem solving • Teamwork • Public Speaking • Researching 	<p>Students will have addressed the following KS4 PSHE standards during this half term H2, H4, H7, H8, H12, H18, H22, H23, R5, R9, R16, R22, R28, R37, R38, L28, L29.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: "investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience." They will explore how to "think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues" as well as being able to "reflect on, express and justify their opinions in light of their own learning about religion."</p> <p>Students will address the KS4 CDI framework through "explain how to manage wellbeing, progress and achievements" and "recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities."</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Listening • Empathy • Communication 	<p>Students will have addressed the following KS4 PSHE standards during this half term H30, H31, H32, H33, R3, R4, R6, R8, R10, R12, R14, R19, R26, R28, R29, R30, R32, R33, R34.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: "relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life." They will "develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion."</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Listening • Empathy • Communication 	<p>Students will have addressed the following KS4 PSHE standards during this half term H2, H4, H5, H6, H7, H10, H11, H12, H13, H14, H16, H19, H21, H23, H24, R13.</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Listening • Empathy • Communication • Problem solving • Teamwork 	<p>Students will have addressed the following KS4 PSHE standards during this half term H23, R35, L5, L8.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: "investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience." They will explore how to "think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues" as well as being able to "reflect on, express and justify their opinions in light of their own learning about religion."</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Communication • Problem solving • Teamwork 	<p>Students will have addressed the following KS4 PSHE standards during this half term H7, H14, H29, H30, H33, L3, L4, L6, L7, L8, L9, L10, L12, L16, L18, L21, L22, L23, L25, L26, L27.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on "develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving and communication in a variety of media."</p> <p>Students will address the KS4 CDI framework through Review and reflect upon how they have benefitted as a learner from career, employability and enterprise learning activities and experiences. Find relevant job and labour market information (LMI) and know how to use it in career planning. Build and make the most of their personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias. Develop qualities and skills to improve your employability. Show that you can manage their own money understand personal finance documents and how to access financial support for further study and training. Review and reflect on previous transitions to help improve in preparation for future moves in education, training, and employment</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Reflection • Communication • Problem solving • Researching • Financial Capability • Responsibility
British Values Links to the NC	Students will focus on the following criteria from the Citizenship Programme of Study " <u>Human rights and international law.</u> "	Students will focus on the following criteria from the Citizenship Programme of Study " <u>Human rights and international law.</u> "	Students will focus on the following criteria from the Citizenship Programme of Study " <u>Human rights and international law</u> " and " <u>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</u> "	Students will focus on the following criteria from the Citizenship Programme of Study " <u>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to</u>	Students will focus on the following criteria from the Citizenship Programme of Study • " <u>parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding</u>	Students will focus on the following criteria from the Citizenship Programme of Study " <u>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</u> "

	<p>British Values addressed: The Rule of Law Individual Liberty Democracy</p>	<p>British Values addressed: The Rule of Law Individual Liberty Tolerance</p>	<p>British Values addressed: The Rule of Law Individual Liberty Mutual Respect</p>	<p><i>participate actively in community volunteering, as well as other forms of responsible activity."</i></p> <p>British Values addressed: The Rule of Law Individual Liberty Tolerance Mutual Respect</p>	<p><i>those in power to account, and the different roles of the executive, legislature and judiciary and a free press.</i></p> <ul style="list-style-type: none"> <i>human rights and international law</i> <i>the legal system in the UK, different sources of law and how the law helps society deal with complex problems</i> <i>diverse national, regional, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</i> <p>British Values addressed: The Rule of Law Democracy Individual Liberty Tolerance Mutual Respect</p>	<p>British Values addressed: Democracy Individual Liberty Tolerance Mutual Respect</p>
<p>Prior Learning/ New Learning</p>	<p>Students will have studied the KS3 framework for PHSE, RSE, RE Citizenship and Careers and will therefore have a basic understanding of topics, these will be explored on a deeper level per the KS4 framework.</p>					
<p>Future Learning</p>	<p>Students will further develop their knowledge of PHSE, RSE, RE, Citizenship and Careers from the KS4 curriculum in Y11. They will build on their learning from KS3 exploring a deeper understanding of topics whilst being able to communicate how this applies into life itself. Topics covered are age appropriate.</p>					
<p>Assessment</p>	<p>Students complete demonstrate and connect tasks three times per half, one or two of which are peer assessed tasks taking the form of a series of questions. The additional demonstrate task is a written paragraph which is marked by the teacher, this allows for SPAG marking and teacher feedback. Twice per year students will complete an end of term assessment quiz which is completed on Microsoft forms. This gives students the opportunity to review their learning for the whole half term and see how much they have learned.</p>					

Year 11

	11.1 Choices, Employment and Study Skills	11.2 Religious Education	11.3 Crime and Justice	11.4 Relationships	11.5 Health and Well Being
Knowledge	Students will reflect on their learning in previous years to make their final decisions around post 16 options and will begin to consider how they will manage the increasing stress levels they will experience during year 11.	Students will compile their knowledge gained about various religions to compare and contrast certain aspects of different religions for example Gods etc. Within in this topic students will also consider how extremism can also be linked to religion.	Students will expand their knowledge of British values and citizenship gained in other years in order to gain a solid understanding of how the criminal justice works as well as considering other aspects of crime and justice.	In year 11, relationships focus more on the wider world for example community cohesion, how to deal with conflict, who are positive roles models and how to identify them along with what it means to be a parent, whilst looking at healthy and unhealthy relationships.	The health and wellbeing theme continues from the learning in key stage and builds on the personal health theme in year 10, allowing students the opportunity to learn about how to feel good about themselves considering their identity and how they look. Within in this theme we also address a couple of key safeguarding factors for keep students safe.
Skills and concepts	<p>Students will have addressed the following KS4 PSHE standards during this half term H4, H5, H6, H8, H13, H16, R36, L1, L2, L4, L6, L7, L8, L9, L10, L11, L12.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: "develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving and communication in a variety of media."</p> <p>Students will address the KS4 CDI framework through</p> <ul style="list-style-type: none"> Recognise how they are changing, what they have to offer and what is important to them. Be positive about their own story and the responsibility of their own progress, achievements, and wellbeing. Explain key ideas about their career and career development. Find relevant job and labour market information (LMI) and know how to use it in your career planning Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen Review and reflect on previous transitions to help improve for future moves in education, training, and employment. <p>Skill focus Reflection Communication Problem solving</p>	<p>Students will have addressed the following KS4 PSHE standards during this half term H5, R10, R33, R34, L28, L29.</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on "develop an understanding of principal methods by which religions and spirituality are studied." They will be able to "use specialist vocabulary to evaluate critically both power and limitations of religious language" and "draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life."</p> <p>Skill focus Resilience Reflection Listening Empathy Communication</p>	<p>Students will have addressed the following KS4 PSHE standards during this half term H19, H20, H21, H23, R9, R35, R36, R37, R38, L17, L18, L19, L20, L28, L29.</p> <p>Students will "Show that they can manage their own money Understand personal finance documents and know how to access financial support for further study and training." (CDI Key Stage 4 Framework).</p> <p>Skill focus:</p> <ul style="list-style-type: none"> Resilience Reflection Listening Communication Financial Capability Reflection 	<p>Students will have addressed the following KS4 PSHE standards during this half term H10, H19, R1, R3, R9, R11, R12, R13, R14, R18, R22, R25, R28, R29, R30, R34.</p> <p>Students will "recognise how they are changing, what they have to offer and what is important to them." (CDI Key Stage 4 Framework).</p> <p>Skill focus:</p> <ul style="list-style-type: none"> Reflection Communication Problem solving Listening Empathy 	<p>Students will have addressed the following KS4 PSHE standards during this half term H2, H3, H4, H5, H6, H7, H10, H21, H30, H31, H32, H33, R16, R19, R22</p> <p>Students will "be positive about their own story and the responsibility they are taking for their own progress, achievements and wellbeing." (CDI Key Stage 4 Framework).</p> <p>Skill focus:</p> <ul style="list-style-type: none"> Resilience Reflection Listening Empathy Communication
	Researching Financial Capability Responsibility				

<p>British Values Links to the NC</p>	<p>British Values addressed: The Rule of Law Individual Liberty</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding."</u></p> <p>British Values addressed: Individual Liberty Mutual Respect Tolerance</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"the legal system in the UK, different sources of law and how the law helps society deal with complex problems" and "income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent."</u></p> <p>British Values addressed: The Rule of Law Individual Liberty</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity."</u></p> <p>British Values addressed: The Rule of Law Individual Liberty Mutual Respect</p>	<p>Students will focus on the following criteria from the Citizenship Programme of Study <u>"diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding."</u></p> <p>British Values addressed: Individual Liberty Mutual Respect Tolerance</p>
<p>Prior Learning/ New Learning</p>	<p>Students will have studied the KS3 framework for PHSE, RSE, RE Citizenship and Careers and will therefore have a basic understanding of topics, these will be explored on a deeper level as per the KS4 framework.</p>				
<p>Assessment</p>	<p>Students complete demonstrate and connect tasks three times per half, one two of which are peer assessed tasks taking the form of a series of questions. The additional demonstrate task is a written paragraph which is marked by the teacher, this allows for SPAG marking and teacher feedback. Twice per year students will complete an end of term assessment quiz which is completed on Microsoft forms. This gives students the opportunity to review their learning for the whole half term and see how much they have learned.</p>				