



Personal Faculty 2022/2023

Key Stage 3

Whole School Overview

The personal faculty is responsible for the following programmes: Personal, Social, Health and Economic education (PSHE), 'The world around us', including Religious Education (RE), Relationship and Sex Education (RSE), Physical Education, (PE) and the Spiritual, Moral, Social and Cultural (SMSC) development of the students.

All departments within the faculty will have the opportunity to achieve a range of formal and informal qualifications:

<u>PE</u>	<u>PSHE</u>	<u>The World Around Us</u>
ASDAN Sport and Fitness Short Course GCSE PE Short Course Entry Level PE	ASDAN New Horizons KS2 ASDAN PSHE Short Course	ASDAN Beliefs and Values Short Course

When studying for these qualifications, students are encouraged to develop skills in reasoning, problem solving, analysing, literacy, numeracy and ICT. These skills are intended to enable the students to succeed across all subjects and within the world around them.

The personal curriculum focuses on students acquiring the knowledge, understanding and skills they require in order to develop self-management skills for both now and in the future. They will be encouraged to develop the qualities and attitudes required to thrive as individuals and members of society. The personal curriculum also puts a strong emphasis on the following:

- developing essential employability skills.
- reducing or removing barriers to learning, such as bullying, low self-esteem, unhealthy and risky behaviours.
- promoting British values, including democracy and preparing students to become active members of society.
- promoting equality and diversity for students to respect others, as well as promoting tolerance and understanding of difference religious and cultural beliefs.
- supporting the development of physically, emotionally and socially healthy young people.

Due to the wide range of needs across the school, Educational Health Care Plan's (EHCP), Individual Education Plan's (IEP) and multi-agency reports are taken into consideration in the planning of lessons and the assessment of outcomes.

The personal faculty works closely with other faculties to promote cross-curricular opportunities. We ensure that the learning is relevant to the students and to the world around them. This is achieved through planning current affairs, practical applications and localised studies into the lessons.

Key Stage 3 PSHE/RSE Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Stage 3</p> <p>At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p>						
<p>Adams, Banksy & Watson (Year 7)</p>	<p><u>Health & well-being</u> <u>Mental health & emotional well-being</u></p> <p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these.</p> <p><u>Relationships</u> <u>Positive relationships</u></p> <p>Different types of relationships, including those within families, friendships, romantic or intimate</p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>To list their strengths, interests, skills, qualities and values and how these develop to a chosen career.</p> <p>To recognise the importance of setting realistic yet ambitious targets and goals.</p> <p>To learn about young people's employment rights and responsibilities</p> <p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>How to identify risk and manage personal safety in increasingly independent situations, including online.</p> <p>The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.</p> <p>To evaluate misconceptions,</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>To learn that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.</p> <p>To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</p> <p>The benefits of physical activity and exercise for physical and mental health and wellbeing.</p> <p>The importance of sleep and strategies to maintain good quality sleep.</p> <p>Recap the physical and emotional</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>To explore study, organisational, research and presentation skills.</p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To assess and manage risk in relation to financial decisions that young people might make.</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>To recognise peer influence and to develop strategies for managing it, including online.</p>

	<p>relationships and the factors that can affect them.</p> <p>Indicators of positive, healthy relationships and unhealthy relationships, including online.</p>	<p>To learn how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p>To identify the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).</p> <p>To further develop and rehearse the skills of team working.</p> <p>To further develop the skills of active listening, clear communication, negotiation and compromise</p>	<p>social norms and cultural values relating to drug, alcohol and tobacco use.</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.</p> <p>. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p>	<p>information and images online, including on social media.</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>To learn that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>To understand how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>To recognise that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given</p>	<p>changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>. To clarify and develop personal values in friendships, love and sexual relationships</p>	<p>The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p>
--	--	--	--	--	---	---

				<p>or is withdrawn, that decision should always be respected.</p> <p>To learn the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.</p>		
<p>Newton & Parks (Year 8)</p>	<p><u>Health & wellbeing</u> <u>Mental health & emotional well-being</u> The link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns.</p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To learn about routes into work, training and other vocational and academic opportunities, and progression routes.</p> <p>To learn about the benefits of setting ambitious goals and being open to opportunities in all</p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>To learn ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</p> <p>Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.</p> <p>Information about alcohol, nicotine</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>To learn the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</p> <p>To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>To recognise and manage what influences their choices about physical activity.</p> <p>The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.</p> <p>To learn strategies to manage the physical and mental changes that are a typical part</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>To set realistic yet ambitious targets and goals.</p> <p>To learn the skills and attributes that employers value.</p> <p>To learn about values and attitudes relating to finance, including debt.</p> <p>To manage emotions in relation to money.</p> <p><u>Relationships</u> <u>Social influences</u></p>

	<p><u>Relationships</u> <u>Positive relationships</u></p> <p>About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>The difference between biological sex, gender identity and sexual orientation.</p> <p>To recognise that sexual attraction and sexuality are diverse</p>	<p>aspects of life.</p> <p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p> <p>To learn strategies to identify and reduce risk from people online that they do not already know; when and how to access help.</p> <p>To develop ways to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>To develop conflict management skills and strategies to reconcile after disagreements.</p>	<p>and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>The personal and social risks and consequences of substance use and misuse including occasional use.</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>To learn the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p>To learn about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based</p>	<p>supports those views.</p> <p>To understand how the way people present themselves online can have positive and negative impacts on them.</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>To learn about the law relating to sexual consent.</p> <p>To understand the impact of sharing sexual images of others without consent</p> <p>To learn how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p>To learn the roles and responsibilities of parents, carers and children in</p>	<p>of growing up, including puberty and menstrual wellbeing.</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>To learn the importance of trust in relationships and the behaviours that can undermine or build trust.</p>	<p>To recognise that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p> <p>To learn about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.</p>
--	---	--	--	---	--	--

			prejudice.	families		
Castner & Curie (Year 9)	<p><u>Health & wellbeing</u> <u>Mental health & emotional well-being</u></p> <p>Recognising and evaluating a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.</p> <p>The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible*</p> <p><u>Relationships</u> <u>Positive relationships</u></p> <p>that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon</p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>Learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.</p> <p>To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p>To identify different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</p> <p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>To learn the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling.</p> <p>How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p> <p>The law relating to the supply, use and misuse of legal and illegal substances.</p> <p>The concepts of dependence and addiction including</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>To learn that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</p> <p>To learn ways to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.</p> <p><u>Relationships</u> <u>Consent,</u></p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>To understand what might influence decisions about eating a balanced diet and strategies to manage eating choices.</p> <p>To learn the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>To learn about the purpose, importance and different forms of contraception; how and where to access contraception and advice.</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>To learn the skills and qualities required to engage in enterprise.</p> <p>To learn the importance and benefits of being a lifelong learner.</p> <p>To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>To learn strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.</p> <p>To identify motivations, misconceptions and</p>

	<p>someone through threat or coercion.</p> <p>how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>To learn how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.</p> <p>To understand the effects of change, including loss, separation, divorce and bereavement.</p> <p>To learn to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p> <p>To learn about the services that are available to support healthy relationships and manage unhealthy relationships and how to access them.</p>	<p>awareness of help to overcome addictions.</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>The need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p><u>contraception and parenthood.</u></p> <p>To gauge readiness for sexual intimacy.</p> <p>To recognise that intimate relationships should be pleasurable.</p> <p>To identify the risks related to unprotected sex</p> <p>To recognise the consequences of unintended pregnancy, sources of support and the options available.</p>	<p>To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p>	<p>consequences of carrying weapons and strategies for managing pressure to carry a weapon.</p>
--	--	--	---	--	---	---

Key Stage 3 PE Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Woodman (7)	<p>Handball –</p> <ul style="list-style-type: none"> Gain familiarity with a handball and its unique size. Focus on generic ball handling skills <p>Lacrosse –</p> <ul style="list-style-type: none"> To become familiar with the equipment in order to be able to catch and pass in various situations. To understand the basic rules of the game. 	<p>Football –</p> <ul style="list-style-type: none"> Build on the basic principles of attack and defence while increasing the level of challenge. Involve progressive gameplay to allow for tactical planning. Allow students to take on different roles within practices and games using modified rules. 	<p>Fitness –</p> <ul style="list-style-type: none"> Introduce fitness related techniques in isolation and as part of a larger skill set. Involve opportunities to show understanding of the body systems and the adaptations to exercise. Introduce different roles to support own and peer learning. <i>i.e. coach.</i> <p>Dodgeball –</p> <p>PHYSICAL - Basic physical skill development and combining physical skills. ANALYSIS - Extensive opportunities for self-reflection, peer observation, discussion and feedback. PROBLEM-SOLVING - Higher order, open ended questions posed to pupils.</p>	<p>Badminton –</p> <ul style="list-style-type: none"> Build upon the basic principles of attack and defence that increase in level of challenge. Involve progressive gameplay to allow for tactical planning. Allow students to take on different roles within practices and games using modified net game rules. <p>Table Tennis –</p> <ul style="list-style-type: none"> Experienced a range of sending and receiving skills that becomes progressively challenging. Involve basic gameplay to allow for tactical planning. Allow students to take on different roles within practices and games. 	<p>Basketball –</p> <ul style="list-style-type: none"> Incorporate the basic principles of attack and defence that increase in level of challenge. Involve progressive gameplay to allow for tactical planning. Allow students to take on different roles within practices and games using modified rules. <p>Golf –</p> <ul style="list-style-type: none"> Intro to Golf: Etiquette, Rules 101, Scoring, Clubs. Putting basics, grips, stance and stroke Chipping basics. Grip, stance, stroke. 	<p>Cricket/Softball</p> <ul style="list-style-type: none"> Develop a range of sending and receiving skills with progressive challenge Introduce basic gameplay to allow for tactical planning. Allow students to take on different roles within practices and games.
Adams (7)						
Banksy (7)						

			TACTICAL - Learning tactics for attacking and defending both individually and as a team.			
Newton (8)	Handball – Fundamental skills are further practised and developed.	Football –	Fitness –	Badminton –	Basketball	Cricket/Softball
Parks (8)	<p>Start to learn the different position within the game and use defensive strategies.</p> <p>Lacrosse – To gain an understanding of the flow of the sport To gain confidence of using basic skills while in motion To develop an understanding of non-contact defensive play</p>	<ul style="list-style-type: none"> Develop the principles of attack and defence in a directional game. Use small sided game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcome and suggest improvements. 	<ul style="list-style-type: none"> Develop a range of fitness technique to test an individual's physical capacity. Involve opportunities to show understanding of the body systems and the adaptations to exercise. Build a variety of different roles to support own and others' learning. <p>Dodgeball PHYSICAL - Basic physical skill development and combining physical skills. ANALYSIS - Extensive opportunities for self-reflection, peer observation, discussion and feedback. PROBLEM-SOLVING - Higher order, open ended questions posed to pupils.</p>	<ul style="list-style-type: none"> Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcome and suggest improvements. Develop confidence in movement relating to net games. <p>Table Tennis –</p> <ul style="list-style-type: none"> Develop the principles of attack and defence. Involve progressive gameplay (singles and doubles) to allow for tactical 	<ul style="list-style-type: none"> Develop the principles of attack and defence in a directional game. Involve small sided game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcome and suggest improvements. <p>Golf –</p> <ul style="list-style-type: none"> Long irons, Stance and stroke. Ball placement before the swing for long irons and stroke. 	<ul style="list-style-type: none"> Build on a range of sending and receiving skills with progressive challenge Involve gameplay to allow for tactical planning. Allow students to make decisions, assess outcome and suggest improvements. Develop confidence in movement relating to striking and fielding games.

			TACTICAL - Learning tactics for attacking and defending both individually and as a team.	<p>planning and refinement.</p> <ul style="list-style-type: none"> • Allow students to make decisions, assess outcome and suggest improvements. • Develop confidence in movement relating to net games. 		
Castner (9)	Handball - Understand Positions confidently and be able to play different roles in the game	Football –	FITNESS –	BADMINTON –	BASKETBALL	Cricket/Softball –
Curie (9)	<p>Apply different shooting techniques into a game situation</p> <p>Lacrosse - Develop the ability to get around players in a 1v1 situation</p> <p>To be able to recognise special awareness to incorporate attacking strategies</p>	<ul style="list-style-type: none"> • Build upon fundamentals but increase in speed and level of challenge. • Develop the principles of attack and defence while working with others. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions, assess outcome and suggest improvements. 	<ul style="list-style-type: none"> • Build upon the range of fitness techniques learnt to further test an individual's physical capacity. • Encourage the replication of techniques in a range of contexts. • Involve opportunities to show understanding of the body systems and the adaptations to exercise. • Allow students to make decisions, assess outcome and suggest improvements. 	<ul style="list-style-type: none"> • Build upon fundamental skills but increase in speed and level of challenge. • Develop the principles of attack and defence while working with others. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions, assess outcome and suggest improvements. <p>Table Tennis –</p>	<ul style="list-style-type: none"> • Build upon fundamentals but increase in speed and level of challenge. • Develop the principles of attack and defence while working with others. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions, assess outcome and suggest improvements. <p>Golf –</p> <ul style="list-style-type: none"> • Hitting with 	<ul style="list-style-type: none"> • Build upon fundamental skills but increase complexity and level of challenge. • Develop the principles of placement and deception. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions, assess outcome and suggest improvements.

			<p>Dodgeball –</p> <p>PHYSICAL - Basic physical skill development and combining physical skills.</p> <p>ANALYSIS - Extensive opportunities for self-reflection, peer observation, discussion and feedback.</p> <p>PROBLEM-SOLVING - Higher order, open ended questions posed to pupils.</p> <p>TACTICAL - Learning tactics for attacking and defending both individually and as a team.</p>	<ul style="list-style-type: none"> • Build upon fundamental skills but increase in speed and level of challenge. • Develop the principles of attack and defence while working with others. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions, assess outcome and suggest improvements. 	<p>accuracy</p> <ul style="list-style-type: none"> • Short and long shots with accuracy. • Putting it all together. All skills learned are practiced. 	
--	--	--	---	--	---	--

Key Stage 3 The World Around Us Curriculum Map

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the

humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3						
<p>In both KS3 & KS4, students are provided with the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Investigation - asking relevant questions, Knowing how to use different types of sources as a way of getting information and Knowing what may constitute evidence for understanding religion. ● Interpretation - the ability to draw meaning from artefacts, works of art, poetry and symbolism, the ability to interpret religious language and the ability to suggest meanings of religious texts. ● Reflection - the ability to reflect on feelings, relationships, experience, ultimate questions, religious practices and beliefs. ● Empathy - the ability to consider thoughts, feelings, abilities, attitudes, beliefs and values of others, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow and the ability to see the world through the eyes of others and to see issues from others' point of view. ● Application - How religious beliefs can help people reach decisions and understand other people's reasons for reaching everyday decisions. ● Evaluation - the ability to debate issues of religious significance with reference to evidence and argument, weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. ● Analysis - distinguishing between opinion, belief and fact and distinguishing between features of different religions . ● Explanation - the ability to present your own and other people's points of view and identify reason and purpose. ● Expression - the ability to explain concepts, rituals and practices and the ability to identify and articulate matters of deep conviction, concern and respond to religious issues through a variety of media. 						
Adams, Banksy and Watson (Year 7)	<p><u>Christianity</u></p> <p>Introduction to the world around us</p> <p>Using the bible</p> <p>The importance of the church</p> <p>Prayer</p> <p>Pilgrimages</p>	<p><u>Christianity - Moses and the Old Testament</u></p> <p>Life in Ancient Egypt - monotheism/polytheism and slavery and Moses' birth and escaping death</p> <p>Growing up in Egypt - Moses'</p>	<p><u>Buddhism - expressions of spirituality</u></p> <p>Lifestyle of Buddhist monks within the community - Sangha.</p> <p>Role of meditation.</p> <p>Experiences of the Buddha</p>	<p><u>Religious buildings</u></p> <p>Church Synagogue Temple Mosque</p> <p>Should religious buildings be sold to help the poor?</p> <p>What do religious buildings do to</p>	<p><u>Buddhism - Ethics and relationships</u></p> <p>Equanimity of the Buddha</p> <p>Noble 8-Fold Path: Right Speech, Action & livelihood.</p> <p>Understanding is more important than Belief.</p>	<p><u>Religion and art</u></p> <p>This topic allows pupils to explore the different religious traditions concerning art and depictions of their faith. In it there will be links to the use of symbols, and what these symbols provoke within believers from the six main religions within the UK.</p>

		<p>character and The Exile - Moses' murder and flee</p> <p>God's calling - The Burning Bush and Religious Experience</p> <p>Convincing Pharaoh - The Ten Plagues</p> <p>The Exodus - The Parting of the Red Sea</p>	<p>Shrine in the home, Buddha image (for some Buddhists)</p> <p>Visit to Buddhist temple</p>	<p>support the economy?</p>	<p>5 Moral Precepts, dietary rules.</p> <p>Metta and Ahimsa (loving kindness and non-violence)</p>	
<p>Newton and Parks (Year 8)</p>	<p><u>Is the earth sacred?</u></p> <p>The future of our planet</p> <p>Pollution & deforestation</p> <p>What do religions say about the environment?</p> <p>Environmental activism</p> <p>Ahimsa and Sewa</p>	<p><u>Philosophy for children</u></p> <p>The nature of God</p> <p>Beliefs about life after death.</p> <p>Atheist, Theist, Agnostic</p> <p>Scientific Challenges to Creation</p> <p>The Design Argument</p> <p>The Problem of Evil</p>	<p><u>Sikhism - expressions of spirituality</u></p> <p>Worship in the home; sunrise and evening.</p> <p>5 Ks, Gurdwara, 'condemnation' of some rituals e.g. fasting pilgrimage.</p> <p>Commitment to religion/voluntary organisations</p> <p>Jore melal (Holy days) & Gurpurbs (Celebrations of the Gurus)</p>	<p><u>Christianity - ethics and relationships</u></p> <p>The 10 Commandments and the Golden Rule</p> <p>Agape, service and Compassion</p> <p>Relate, Christian attitudes and values to issues of race, gender and personal relationships e.g. marriage and</p>	<p><u>Myths</u></p> <p>Introduction to Hero Myths - Campbell's Journey</p> <p>Hero Myth - Hercules</p> <p>Hero Myths in Religion</p> <p>Create Your Own Hero Myth</p>	<p><u>Sikhism - ethics and relationships</u></p> <p>Nam Simran, Kirat Karna, Vand Chhakna Seva – Service.</p> <p>Prohibitions on cutting hair, drugs, adultery etc.</p> <p>Encouragement of normal family life.</p> <p>Relationship with the Khalsa.</p>

		Miracles Visions	Visit to Sikh temple	divorce.		
Castner and Curie (Year 9)	<u>Judaism - ethics and relationships</u> Sense of Jewish identity expressed in Family, relationships and the home e.g. Kashrut, Shabbat. Halakhic life (walking with God)	<u>Determinism and free will</u> Locke and Pavlov - Determinism Sartre and Rogers - Free Will Loeb and Leopold - Innocent Killers Are We Free or Morally Accountable?	<u>Judaism - expressions of spirituality</u> Prayer (tefillah), symbolism and symbols; Magen David and menorah, mezuzah, tefillin, Worship in Synagogue. Status of Temple and Western Wall in Jerusalem. Fasting, being part of atonement at Yom Kippur. Commitment to religion/voluntary organisations. Visit to Liverpool synagogue	<u>Christianity - global issues</u> Stewardship and sustainable Development Pacifism (Quakers) Global poverty and the work of Christian Aid and Cafod Tear Fund, Salvation Army Respect for yourself. Use of legal/illegal drugs, Body as Temple	<u>Prejudice and Discrimination</u> Stereotypes, Prejudice and Discrimination. America's Dark Past - Slavery The KKK - Living in Terror The Montgomery Bus Boycott - The Rise of MLK A Helping Hand - MLK's Religious Experience	<u>Prejudice and Discrimination</u> Fighting Oppression - Non-Violent Protest Malcolm X - By Any Means Necessary Is There a Limit to Getting Justice? Discrimination in the 21st Century. Religion Acting Against Discrimination

