

Curriculum Map – Society & Ethics

TERM	CONTENT AND SKILLS				
<p>Across Society & Ethics skills to be developed include: Effective Participators, Independent Enquirers, Creative Thinkers, Team Workers, Self-Managers, Reflective Learners, self and peer assess, research, communication (written, aural and listening), developing an understanding of others beliefs, cultures, opinions etc., evaluation, structure answers, planning, analysis, memory recall, revision, exam practice, enquiry, delivery of information etc., processing information, debating, explanation etc.</p>					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>AUTUMN Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>RE Creation & the environment - Creation stories - Big bang & evolution - Issues and responses to environment - Animal rights - Stewardship Votes for School PSHE – Personal wellbeing and mental health - You and your identity You and your feelings (anxieties and worries) You and your values You and your decisions You and your feelings (managing emotions Anti-bullying week and lessons. Theme for 2021 One kind word</p>	<p>RE Creation & the environment - Creation stories - Big bang & evolution - Issues and responses to environment - Animal rights - Stewardship Votes for School package PSHE – Personal wellbeing and mental health - Stereotyping and prejudice - Managing your emotions - Managing stress Anti-bullying week and lessons. Theme for 2021 One kind word</p>	<p>GCSE Citizenship Theme A – Living together in the UK A1. Introduction to Theme A A2. How have communities developed A3. What is identity? A4. What are democratic values and where do they come from? A5. How does local democracy work? Votes for School package RE element – Edexcel Religion & Ethics Christianity Beliefs Anti-bullying week and lessons. Theme for 2021 One kind word</p>	<p>Review and assess GCSE Citizenship Theme A (Living together in the UK) and Theme B (Democracy in the UK) Finish GCSE Citizenship Theme C – How the law works Votes for school package RE element – Edexcel Religion & Ethics Christianity Beliefs Anti-bullying week and lessons. Theme for 2021 One kind word</p>	<p>Review and assess Themes A (Living together in the UK, B (Democracy in the UK) and C (Law and Order) Complete Theme E – Citizenship in Action Theme E Taking Citizenship Action E1 - Choosing action E2 - Researching action E3 - Different and alternative points of views E4 - Planning your action E5 - Developing your skills: teamwork, questionnaires, advocacy, the message, protesting E6 - Participation in action E7 - Impact of action E8 - Bringing it altogether Through the academic year to cover elements of RE, finance/careers, RSE and Drug Education. To do Theme D – Power and Influence D1 - Playing your part in democracy D2 - Playing a political role D3 - Putting on the pressure D4 - Making a difference D5 - Getting out the vote D6 - Digital democracy D7 - Does your vote count? D8 - Supporting society D9 - Trade unions D10 - What is the media? D11 - Why should the press be free?</p>

					<p>D12 - The media: informing or influencing</p> <p>D13 - Legal, decent, honest and truthful?</p> <p>D14 - The media: investigating and scrutiny</p> <p>D15 - People, pressure groups and the media</p> <p>D16 - EU</p> <p>Work set during lockdown</p> <p>To review and assess over Autumn term</p> <p>D17 - The Commonwealth</p> <p>D18 - The UN</p> <p>D19 - The UN at work</p> <p>D20 - NATO</p> <p>D21 - The World Trade Organisation</p> <p>D22 - Who can help?</p> <p>D23 - Conflict: What can the UK do?</p> <p>D24 - Bringing it all together.</p>
<p>SPRING Skills:</p> <p>Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments.</p> <p>Empathy and emotional skills.</p>	<p>Votes for School package</p> <p>PSHE - RSE</p> <p>You and your changing body</p> <p>You and other people</p> <p>You and your knowledge about sex</p> <p>You and your relationships</p> <p>You and bullying</p> <p>You and the internet</p> <p>Careers, Finance and Social education</p> <p>You and your money</p> <p>You and your leisure</p> <p>You and your opinions</p> <p>You and the local community</p> <p>RE</p> <p>Concepts of Christianity, Islam, Buddhism, and Humanism</p> <p>Why Are Beliefs important?</p> <p>Does God Exist?</p> <ul style="list-style-type: none"> - What is a religion? - Does God exist? - Key historical figures - Key beliefs and teachings - Exploring own beliefs, challenging misconceptions and developing an understanding of other's cultures, beliefs and faiths - Key words and definitions 	<p>Votes for School package</p> <p>PSHE – RSE</p> <ul style="list-style-type: none"> - You & adolescence - You & your relationships - Sexual relationships (your responsibilities) - You and Safer sex - Staying safe from abuse <p>Careers, Finance and Social education</p> <ul style="list-style-type: none"> - You and your money - You and other people - You and your future <p>RE</p> <p>Journey of life</p> <ul style="list-style-type: none"> - Birth - Marriage - Death - Festivals 	<p>RSE & Drug Education (Personal health, Physical health and mental well-being)</p> <ul style="list-style-type: none"> - You, your confidence and self-esteem - You and your sexuality and gender - You and your safety - Drugs and drug taking - Pregnancy and parenthood - Partnership and marriage - Social pressures - Eating disorders - You and your mental health and wellbeing. <p>Votes for School package</p> <p>RE – Edexcel Religion & Ethics</p> <p>Christianity</p> <p>Marriage & Family</p>	<p>RSE & Drug Education (Personal health, Physical health and mental well-being)</p> <p>Votes for school package</p> <p>RE – Edexcel Religion & Ethics</p> <p>Christianity</p> <p>Marriage & Family</p>	<p>Revise Themes</p> <p>A – Living together in the UK</p> <p>B – Democracy in the UK</p> <p>C – Law and Order</p> <p>D – Power and Influence</p> <p>E – Citizenship in Action project</p> <p>Mock examinations. Including some assessment reviews of these Themes.</p> <p>Remainder of Spring Term and leading up to the GCSE examination in Summer Term</p> <p>Revise and review</p> <p>Theme A</p> <p>Theme B</p> <p>Theme C</p> <p>Theme D</p> <p>Theme E</p> <p>Purpose is to revise, practice and review all 5 units building up K&U for GCSE examinations</p> <ul style="list-style-type: none"> - Revision materials - Practice exam questions - Notes on areas of weakness / missing - Model answers - Mock Papers - Exam practice in main hall - Group / paired tasks

<p>SUMMER Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>Votes for School</p> <p>PSHE – Physical health and wellbeing You and smoking Drugs and drug taking You and your diet You and exercise You and first aid</p> <p>Citizenship – Politics, Global Issues and Government Development of political system of democratic government in the UK, including role of citizens, Parliament and the monarch - Key themes in development of democracy in UK - Magna Carta, C19th development in voting, Suffragette movement. - Voting and voting systems - Role of Parliament, House of Commons and Lords, Role of Prime Minister - Role of the Monarch in the UK</p> <p>RE</p> <p>Places of worship and pilgrimages - Design - Purpose - Places special to religions, cultures etc. - History, denominations - Key words and definitions</p>	<p>PSHE – Physical health and wellbeing - Drugs and addictions - You and alcohol - You and your health - Caring for your body - The police and the law - You as a citizen</p> <p>Votes for school package</p> <p>RE - Poverty and Charity Where, why and how does poverty exist? Existence of God, questions of suffering, exploration of 'truth', life after death, explain the role of charities and why they aim to assist the poor.</p>	<p>GCSE Citizenship Theme B Democracy in the UK</p> <p>Careers and Finance</p> <p>- Gambling - You and your money - Saving - Savings pages - Interest - Saving accounts - Ways to save Money and mental health - Making the most of your money (Spending, Ways to pay, Budgeting, keeping track of your money, Value for money & Know your rights)</p> <p>RE – Edexcel Religion & Ethics Christianity Living religious life</p>	<p>Theme E Citizenship in Action E1. Apply citizenship K, U & S to take action to try and make a difference, create a benefit or change in society. Carry out an investigation leading to citizenship action in society.</p> <p>Careers & Finance</p> <p>Moving on from school – the world of work Next steps: apprenticeships, employment and university Student finance Earnings Payslips Tax and NI Self-employed Method of payment Why do we pay tax? Pensions Help for people on low incomes</p> <p>RE – Religion & Ethics Christianity Living religious life</p>	<p>Remainder of Spring Term and leading up to the GCSE examination in Summer Term Revise and review Theme A Theme B Theme C Theme D Theme E</p> <p>Purpose is to revise, practice and review all 5 units building up K&U for GCSE examinations</p> <ul style="list-style-type: none"> - Revision materials - Practice exam questions - Notes on areas of weakness / missing - Model answers - Mock Papers - Exam practice in main hall - Group / paired tasks

Please complete with proposed timings of assessment as well as details of type of assessment and weighting of marks

TERM	ASSESSMENT CALENDAR 2021 -22				
Timing – Years 9, 10 and 11 assessments focus on GCSE questions and range from a few minutes’ formative assessments, checking on knowledge and understanding of content from previous lessons / current lessons to full examination 1 hour 45 minute tests for summative assessments.					
For Years 7 and 8 assessments can last for a series of lessons to produce a piece of work / project based on knowledge and understanding of the content of the term / half term. Some assessments are under exam conditions and last for a 30 – 60 minutes.					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>AUTUMN</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>Summative Teacher Assessment – Essay ‘environmental issues are the biggest problem facing today’s society.’ Do you agree? Explain your answer, with reasons. Show that you have considered a range of different religious and non-religious teachings and beliefs (12 marks)</p> <p>Formative Source work Research two news stories about an environmental issue and summarise these stories</p> <p>Self-assessment A creative piece of work showing the problems affecting our environment and the ways in which people are coming together to help the environment 10 environmental commandments demonstrating knowledge of globalisation</p> <p>Homework assessment – Spelling test</p>	<p>Summative Essay ‘environmental issues are the biggest problem facing today’s society.’ Do you agree? Explain your answer, with reasons. Show that you have considered a range of different religious and non-religious teachings and beliefs (12 marks)</p> <p>Formative Source work Research two news stories about an environmental issue and summarise these stories</p> <p>Self-assessment A creative piece of work showing the problems affecting our environment and the ways in which people are coming together to help the environment 10 environmental commandments demonstrating knowledge of globalisation</p> <p>Homework assessment – Spelling test</p>	<p>Formative Mini assessment review GCSE Citizenship Theme A RE element Edexcel Christian beliefs Memory & recall</p> <p>Formative Assessment review GCSE Citizenship Theme A RE Element Edexcel Christian beliefs Memory & recall</p> <p>Summative End of unit Theme A assessment Memory & recall</p>	<p>Formative review Theme C Formative Review Theme A Memory & recall</p> <p>Formative Mini assessment review Theme B – Parts 1, 2, 3 and 4 Memory & recall</p> <p>Summative End of unit Theme B assessment Summative review of Theme A Memory & recall</p>	<p>Formative assessment on work covered for Themes A and C Memory and recall</p> <p>Formative Mini assessment review Theme E Memory & recall</p> <p>Summative End of unit Theme E assessment</p> <p>Memory & recall and Summative Review Themes A, B and C</p> <p>Formative Assessment review Theme D – Memory & recall</p> <p>Summative Mock exam – Focus on Themes A, B, C, D and E. Factor in revision lessons (2 weeks at least and homework) Exam question practice and model answers</p>
<p>SPRING</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments.</p>	<p>Summative Teacher Assessment Awe and Wonder Essay Question: If you feel that all life has value / worth, how might that affect the way we live our lives, our behaviour and attitude. Are we more than just the physical body?</p>	<p>Summative Teacher Assessment 1 – RSE Factors to consider when making choices. What do I need to think about when considering making choices? What are the consequences of my choices?</p>	<p>Formative Mini assessment review Theme A Memory & recall</p> <p>Formative Assessment review Theme A</p> <p>Summative End of unit Theme B assessment</p>	<p>Formative Review Themes A and B</p> <p>Formative Mini assessment review Theme C – parts 2 & 3 Memory & recall</p> <p>Summative End of unit assessment Theme C</p>	<p>Summative Mock Exam</p> <p>Formative Assessment review Theme D – Memory & recall</p> <p>Summative End of unit Theme D assessment Memory & recall</p>

<p>Empathy and emotional skills.</p>	<p>Formative Peer Assessment Careers assessment at the end of the unit drawing all learning together from the careers section of the work. Create a mind map that shows the knowledge and understanding of the units studied over the work on careers and finance. Peer assessment</p> <p>Homework assessment Spelling Key words/phrases</p>	<p>Formative Peer Assessment Assessment on marriage for Journey of Life Part 1 Explain why religious people marry; Explain what the wedding vows mean for different religions; Describe what happens at a religious wedding ceremony you have studied and why these take place; Would you find it easy to keep each of the vows? Explain why and consider the statement "People should be allowed to get a divorce easily." Do you agree? Give reasons for your answer and try to show both sides of the argument. Part 2 – Design a 'guide' to your own wedding. Think about: Where would you hold the wedding and why? What 'vows' would you say to the person marrying and why? What would you wear? How would you get to the wedding? Where would you hold the reception? Where will the honeymoon be?</p> <p>Homework assessment Spelling Key words/phrases</p>	<p>Summative review of Theme A</p>	<p>Summative review of Themes A and B Memory & recall</p>	<p>Summative and formative Revise and review Theme A Theme B Theme C Theme D Theme E</p> <p>Purpose is to revise, practice and review all 5 units building up K&U for GCSE examinations</p> <ul style="list-style-type: none"> - Revision materials - Practice exam questions - Notes on areas of weakness / missing - Model answers - Mock Papers - Exam practice in main hall - Group / paired tasks
<p>SUMMER Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>Summative Teacher assessment – End of year test on all work to review knowledge and understanding</p> <p>Formative Self-assessed Drug Education – design a Snakes and Ladders type game on Drug Education</p> <p>Formative Peer assessment - Produce a guide to a place of pilgrimage e.g. Lourdes and Makkah that explains how and why these places are or became places of pilgrimage for religious and non-religious people.</p> <p>Homework assessment Spelling Key words/phrases</p>	<p>Summative Teacher assessment – End of year test on all work to review knowledge and understanding</p> <p>Formative Self-assessment – Role and work of a chosen charity Produce an advert for your chosen charity, outlining their beliefs and work that they do. This could be done as a poster, flyer, or storyboard for a TV advert, using ICT if preferred.</p> <p>Formative Self-Assessment Drug Education. Design a poster to encourage children/young people to keep themselves safe in alcohol situations.</p> <p>Homework assessment Spelling Key words/phrases</p>	<p>Summative Revise, assess and feedback on Themes A and B GCSE Citizenship</p> <p>End of year assessment.</p>	<p>Formative assessment Theme E x 2</p> <p>Summative End of year assessment. Revision and test Themes A, B and C</p>	<p>Summative and formative Revise and review Theme A Theme B Theme C Theme D Theme E</p> <p>Purpose is to revise, practice and review all 5 units building up K&U for GCSE examinations</p> <ul style="list-style-type: none"> - Revision materials - Practice exam questions - Notes on areas of weakness / missing - Model answers - Mock Papers - Exam practice in main hall - Group / paired tasks

<p>Personal development Include, but not limited to the ideas listed. The aim being is to ensure that all students feel: Ready to make informed choices about their own mental, physical and emotional wellbeing. Respectful of the needs and rights of others. Safe and confident in their ability to find and access help and advice if necessary.</p>	<p>Year 7 RE/Citizenship Explain what is important to them. Consider how they preserve their own sense of identity. Produce an individual response on the question who are we? Know the levels of achievement. Expression of own views on existence of God, moral and ethical questions/issues.</p> <p>Anti-bullying lessons, based on anti-bullying theme for the year – friendships, relationships etc.</p> <p>RSE/Drug Education What do we need to do to keep healthy? - understand that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives - explore the concept of 'health' - understand that keeping healthy involves following routines. What is my personal health profile? - recognise that healthy lifestyles and the wellbeing of self and others depend on information and making responsible choices - explore the breadth of health in the context of self, family and school</p>	<p>Year 8 RE/Citizenship Demonstrate illustrations as to how people's conscience can affect them Consider if your conscience is a strong authority if it guides us or if we need more Investigate non-religious sources of authority Community What is meant by the term community? Different types of community. The positive and negative aspects of belonging to a community.</p> <p>Define the term Human Right. Interpret the meaning of/illustrate a human right. Know that rights are linked to responsibilities and can give examples.</p> <p>Realise the age they receive certain rights. To know what laws are and what age you can legally.</p> <p>RSE/Drug Education - Drugs and addictions - You and alcohol - You and your health - Caring for your body - The police and the law - You as a citizen - You & adolescence - You & your relationships - Sexual relationships (your responsibilities) - You and Safer sex - Staying safe from abuse</p>	<p>Year 9 RE/Citizenship Christianity – Marriage and family Edexcel 2.1 The importance and purpose of marriage for Christians: Christian teachings about the significance of marriage in Christian life; the purpose of marriage for Christians including Mark 10:6–9; divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation and Christian responses to these attitudes. 2.2 Christian teachings about the nature and importance of sexual relationships: divergent Christian teachings about sexual relationships; Christian attitudes</p> <p>GCSE Citizenship A1. Introduction to Theme A A2. How have communities developed A3. What is identity? A4. What are democratic values and where do they come from? A5. How does local democracy work?</p> <p>B1. Introduction to Theme B B2. Who runs the country B3. How does Parliament work? B4. How is power shared between Westminster and devolved administrations? B5. How does government manage public money?</p> <p>RSE Relationships Negotiation Contraception</p>	<p>Year 10 RE/Citizenship Christianity – Marriage and family Edexcel 2.1 The importance and purpose of marriage for Christians: Christian teachings about the significance of marriage in Christian life; the purpose of marriage for Christians including Mark 10:6–9; divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation and Christian responses to these attitudes. 2.2 Christian teachings about the nature and importance of sexual relationships: divergent Christian teachings about sexual relationships; Christian attitudes</p> <p>GCSE Citizenship Theme C – How the law works C1. Introduction to Theme C. C2. What is the law for and does it affect us? C3. How does the justice system work? C4. Is crime increasing in society?</p> <p>D1. Introduction to Theme D. D2. What power and influence can citizens have?</p> <p>E1. Apply citizenship K, U & S to take action to try and make a difference, create a benefit or change in society. Carry out an investigation leading to citizenship action in society</p>	<p>Year 11 Citizenship Focus on completing Theme C – Citizenship in Action project. Working in teams to raise awareness of an issue in current UK society that is important to them. Then we will turn to completing Theme D: Power and Influence. Students investigate issues related to the role of charities, social media, democracy and UK's wider role in the world. Focus on revision for mock and GCSE examinations</p> <p>SE team are also going to deliver some RSE and Drug Education lessons during the year and also through Personal Development days. The exact content at this time are to be decided and will update this curriculum map when they have been finalised.</p>
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