



History, RE, PSHE, Sociology and Politics

Program of Study: Key stage 3 to Key stage 5

Statement of Intent

The humanities department also strives to follow an engaging and relevant curriculum that allows students to thrive in the 21st century whilst realising the impact past events (historical, political, sociological and religious) have had on the present day and will have on our future.

The following are key elements of the History, RE, PSHE, Sociology and Politics curriculum:

- A curriculum that provides a **sound chronological narrative or framework** in which events can be placed, studied and connected. This means sequencing topics in a sensible, chronological order and consistently creating opportunities to call-back to previous events/periods.
- A curriculum that develops a **progressive understanding of substantive concepts**, such as imperialism or democracy. This means identifying where in the curriculum these concepts are particularly present and drawing attention to them explicitly. This allows students to confidently call-back to earlier learning of each concept.
- A curriculum that supports **repeated practice of historical, religious, sociological and conceptual thinking, analysis and explanation**. This means making sure core concepts such as the critical use of evidence or analysis of historical, religious, sociological and political interpretations are a consistent feature of our curriculum. These are crucial life skills that will enable our students to make informed decisions throughout their lives.
- A curriculum that allows students to develop a sense of belonging as well as understanding of fundamental British Values.

PSHE Programme of Study – Wellbeing (PSHE/RE)

Key Themes

| Living in the Wider world | Relationship and sex | Mental and Physical Health | Values | Rights and Responsibilities |
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| <p>Students are taught key knowledge and understanding about the wider world. This includes political literacy, economic wellbeing. Students also look at careers, aspirations and plans for the future. Students will also look at issues affecting the world around them including environmental issues, homeless, and radicalism. Students are taught key information that will allow them to live responsibly and respect for the law.</p> | <p>Students are taught about relationships and sex in a spiral approach, each year's learning in developed the following year. Students will look at the changing nature of friendships and relationships. This is inclusive of different types of relationships and different types of families. The aims of this to allow students to understand healthy relationships and how to make decisions about their own relationships. Students will also have information about contraception, consent, STIs and pregnancy.</p> | <p>Mental and physical health lessons allows students to recognise changes, risks and make healthy decisions. Students will look at different aspects throughout the key stages from puberty and healthy eating in year 7, to addictions smoking and vaping in year 8. In KS4 students look at the affect of drugs and alcohol. They will also be taught strategies to look after their mental health, including anxiety and the importance of sleep.</p> | <p>Students will identify their own values and the impact this has on their decisions. They will also look at British Values and the school values and how to incorporate this into their day to day lives both in and outside of school. Students will be encouraged to be introspective and consider where they fit in the communities of this they are integral part. This will be inclusive of different groups and in particular consideration of our LGBT+ community</p> | <p>Students will look at rights and responsibilities from Human Rights to sustainability. They will be aware of both their own rights and responsibilities both in the school and wider community, Students will also look consequences of being irresponsible through the criminal justice system and the rule of law.</p> |

Key Concepts and Skills

| Decision making and risk management | Identity and diversity | Aspirations and future planning | Self awareness |
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| <p>Students will continually be making decisions that could have a huge impact of their lives. Throughout the curriculum students will identify and discuss factors that influence their decision making. Critical thinking will be encouraged to allow students to evaluate the impact of these factors and the decisions they might make.</p> | <p>Students will be encouraged to consider their own identity and recognise this of others. As identity and values are interlinked students will consider their own identity and how this affects their values. Through inclusive resources and discussions students will also recognise the importance of diversity and tolerance.</p> | <p>Students will consider how their decisions affect their future planning, This is not only discussed within the careers elements but throughout the curriculum particularly in lessons looking at physical health.</p> | <p>Throughout the curriculum students will be asked to think about themselves and reflect on values, choices and their own identity. This is a key skill within the PSHE curriculum. It is obviously a key skills enabling students to become effective adults. Students will become more self aware when discussing values, relationships and careers as well their own mental health.</p> |

Key Stage 3

YEAR: 7 PSHE

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | | | |
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| Living in the Wider world Aspirations, self-esteem, wants and needs, ethical consumerism | | | | | | | Living in the Wider World Budgeting, savings, loans and financial transactions (introduce Prospect Bank) | | | | | | | Relationships, identity and safety Types of families, toxic / genuine friendships, bullying | | | | | | | identity what does it mean to be British? What do we mean by gender? Tolerance and radicalism (only explanation of what it is and why it is a problem) | | | | | | | Healthy lifestyles Balanced diet, consequences of unhealthy lifestyles, dangers of smoking and drugs | | | | | | | Puberty, emotional and mental health How to keep good mental health and recognise signs of poor mental health, anger, puberty and periods | | | | | | |
| Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | | | | | | | |
| Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | | | | | | | |
| Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: Formative and written | | | | | | | Assessment Method: Formative and written | | | | | | | Assessment Method: Formative and written | | | | | | |

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| Living in the Wider world Is there more than one way to be spiritual? Similarities and differences between religious and non religious spirituality. Understanding beliefs and practices | | | | | | | Living in the Wider World Is there more than one way to be spiritual? Similarities and differences between religious and non religious spirituality | | | | | | | Science and Religion In what ways so science and religion interact? | | | | | | | identity How far does a person's understanding of God influence their sense of purpose? | | | | | | | Healthy lifestyles Art and music in religion and spirituality How can music and art develop our sense of spirituality and brings believers closer to God? | | | | | | | | | | | | | |
| Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | Key Themes | | | | | | | | | | | | | |
| Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | Key Concepts | | | | | | | | | | | | | |
| Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: Formative and written | | | | | | | Assessment Method: Formative and written | | | | | | | Assessment Method: Formative and written | | | | | | |

YEAR: 8

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| Goals behaviour and emotions Self confidence and goals, target setting, managing own behaviour, self awareness, mindfulness | | | | | | | | Careers and Finance Income, expenditure, tax, NI, how did tax spent, entrepreneurs, Work skills- communication and teamwork | | | | | | | | Prejudice, Values, Extremism + Cults FBV- Tolerance, prejudice and discrimination, extremism, cults | | | | | | | | Discrimination and prejudice Stereotypes and prejudice, HBT bullying, environmental issues | | | | | | | | Relationships, sex and conflict Consent, contraception, sexting, Body Image, Domestic conflict | | | | | | | | Looking after physical health Vaping, addiction, personal safety and first aid, | | | | | | | |
| Key Themes | | | | | | | | Key Themes | | | | | | | | Key Themes | | | | | | | | Key Themes | | | | | | | | Key Themes | | | | | | | | | | | | | | | |
| Key Concepts | | | | | | | | Key Concept | | | | | | | | Key Concept | | | | | | | | Key Concept | | | | | | | | Key Concept | | | | | | | | | | | | | | | |
| Assessment Method: Formative and written | | | | | | | | Assessment Method: | | | | | | | | : | Assessment Method: | | | | | | | | Assessment Method: | | | | | | | | | | | | | | | | | | | | | | |

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| VALUES AND RIGHTS How might beliefs shape concepts of right and wrong? | | | | | | | | | | Sacred texts Why might it matter that sacred texts are open to interpretation? | | | | | | | | | | Social Justice and human rights How might beliefs affect people's responses towards social and global issues | | | | | | | | | | Identity and relationships To what extent do religious or non religious beliefs affect personal relationships | | | | | | | | | | Religious attitudes to sport and leisure How might religious and non-religious beliefs affect a person's lifestyle? | | | | | | | | | |
| KEY THEMES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KEY CONCEPTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ASSESSMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Key Stage 4

YEAR: 9

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| Achieving good mental health Behaviour to achieve, Human rights – education, interpersonal skills, growth mindset, coping with stress and anxiety, selfie safety RE: what do religions tell us about the importance of the mind and body | Finance Avoiding debt, Money management, consumer rights, employability, credit cards RE what do Islam and Christianity teach us about work and money? | Rights and Responsibilities UNICEF, Human rights, helping other countries, sustainability, law and teenagers, knife crime RE How do Islam and Christianity teach about responsibility? | Relationships and ourselves Eating disorders, body image, CSE, abusive relationships, peer pressure, LGBT+ community, STI, dangers of pornography What are different religious and non religious beliefs about relationships? | Careers and Enterprise Personal development, work skills, enterprising skill, employability – applying for jobs, understanding local job market What can Islam and Christianity teach us about the importance of work? | Health and personal safety Alcohol / drug awareness, vaccinations, stem cell, blood donation, hygiene, self harm What can Islam and Christianity teach us about alcohol and drugs? |
| Key These | Key Themes | | Key Themes | Key Themes | |
| Key Concept | Key Concept | | Key Concept | Key Concept | |
| Assessment Method: | Assessment Method: | Assessment Method: | Assessment Method: | Assessment Method: | Assessment Method: |

YEAR: 10

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| Living responsibly Time management, sustainability, homelessness, hate crime, binge drinking, tattoos | | | | | | | Relationships Same sex marriage, gender/trans identity, sexism, parenting, teenage pregnancy | | | | | | | Living in the wider world: careers Choosing the right career, CV, rights and responsibilities at work, job search, preparing for work experience | | | | | | | Living in wider world Criminal justice system, anti-social behaviour, county lines, fake news, racism | | | | | | | Relationships Forced marriage, conflict management, role models, revenge porn, harassment, STI | | | | | | | Mental health and wellbeing Dealing with difficult times – bereavement, suicide awareness, anxiety, social media and self esteem, screen time, sleep | | | | | | |
| Key themes | | | | | | | | | | | | | | Key themes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Concepts | | | | | | | | | | | | | | Key Concepts | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | | | | | | | |

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RE GCSE groups

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| Islam Practices and beliefs How do Muslims express their faith? | | | | | | | | Social justice and Human Rights How do Christianity and Islam support social justice and Human Rights? | | | | | | | | Christian Practices How do Christians express their faith? | | | | | | | |
| KEY THEMES | | | | | | | | | | | | | | | | | | | | | | | |
| KEY CONCEPTS | | | | | | | | | | | | | | | | | | | | | | | |
| ASSESSMENT 12 mark exam question | | | | | | 12 mark exam question | | | | | | 12 mark exam question | | | | | | 12 mark exam question | | | | | |

YEAR: 11

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| Healthy and wellbeing Body image, obesity, fertility and reproductive health, CPR. | | | | | | | Revision skills / preparing for the next year Study skills, applying for college, living independently, interview skills, health and safety, Trade Unions, gambling | | | | | | | Health and wellbeing 2 Perseverance, importance of sleep, risks, personal safety, happiness | | | | | | | Relationships Body shaming / body image. Consent, and sexual harassment, safe sex, 'chem sex, break ups, | | | | | Living in wider world Cyber crime, internet safety, right wing extremism. grooming | | | | | | | | | | | | |
| Key themes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Concepts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | Assessment Method: | | | | | | | | | | | | | | | | | |

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| KEY QUESTION For 2019-2020 only Religious and non-religious beliefs about the mind and body | | | | | | | | Religious and non-religious views of relationships and sex From 2021 | | | | | | | | What is religious tolerance and why is it important? From 2021 Revision and exam skills | | | | | | | |
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| From 2021 Islam- Beliefs and Practices | Religious attitudes to Relationships and Families | | | | | | | | | | | | | | | |
| KEY THEMES | | | | | | | | | | | | | | | | |
| KEY CONCEPTS | | | | | | | | | | | | | | | | |
| ASSESSMENT | | | | | | | | | | | | | | | | |

Key Stage 5

YEAR: 12

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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| TCH 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Grey | | | | | | Yellow | | | | | Purple | | | | | | Light Blue | | | | | | Light Green | | | | | | Yellow | | | | | | | | | |

YEAR: 13

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| | 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| TCH 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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