

Curriculum Knowledge Map 2024-25



Year 8	AUTUMN	
Topics	ALLYSHIP AND EQUITY	SURVIVING IN THE ONLINE WORLD
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Important figures from British history and how they embody British Values. • The significance of the Equality Act 2010. • The concepts of intersectionality and allyship. • The concepts of equity and equality 	<ul style="list-style-type: none"> • The benefits and challenges of using the online world. • How to share online in a safe, responsible and respectful way. • How screens and social media can affect sleep and self-esteem. • What it means to be a critical consumer of goods and information. • How to recognise online fraudulent behaviour.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Explore the concepts of systemic and everyday racism and how these can be addressed. • Explain the relevance of important figures and how they embody British Values. • Explain the significance of the Equality Act 2010 and the protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. • Explain the concepts of intersectionality and allyship. 	<ul style="list-style-type: none"> • Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise, including self-esteem, sleep issues, online fraud and “news” that is not fact-checked. • Recognise and discuss how to share personal information, images, opinions and emotions in a safe, responsible manner online and in person.
Disciplinary Literacy (Tier 3 Vocab)	Systemic, “other/othering” - view or treat (a person or group of people) as intrinsically different from and alien to oneself, ally, bias, protected characteristics, intersectionality, British values: democracy, rule of law, individual liberty, tolerance; equity	“Online world”, catfishing, oversharing, sleep patterns, evidence based, wants v. needs, phishing, malware, personal information, skimming, scanning, hacking .
Diversity	<ul style="list-style-type: none"> • Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. • Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. • British values are explicitly taught to ensure students know what it means to be an active, positive citizen. • Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. 	



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Year 8	SPRING	
Topics	RELATIONSHIPS AND CHANGE	DEALING WITH DIFFICULT EMOTIONS
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • Different types of relationship. • How to manage online relationships. • How bodies change during puberty. • Different stages of grief and ways we can support people who are grieving. • Why commitment is important for people’s health, wellbeing and relationships. • The consequences of producing and sharing sexual images. 	<ul style="list-style-type: none"> • How to judge their own mental health and how to take action to improve mental health/maintain good mental health. • Signs and symptoms of mental health issues. • How hormones cause emotional changes throughout puberty. • Why it is important to be emotionally literate. • How to manage strong emotions like anger and FOMO.
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Recognise why social media apps have age limits • Examine how relationships and bodies change as teenagers go through puberty • Explain grief and bereavement and how children and adults can be supported • Explain the importance of commitment • Understand the consequences of producing and sharing sexual images 	<ul style="list-style-type: none"> • Discuss the benefits and difficulties of different actions that may affect mental health. • Recognise signs and symptoms of mental health issues in different scenarios. • Explain, with examples, how hormones cause emotional changes and steps that can be taken to manage this. • Give examples of emotional literacy and discuss ideas about how to manage strong emotions.
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Monogamy, grooming, puberty, grief, bereavement, trolling, snowflake, commitment, Youth produced Sexual Images.</p>	<p>Mood swings, depression, puberty, hormones, self-awareness, positive self-talk, adrenaline, anger management, fight or flight, FOMO (fear of missing out).</p>
<p>Diversity</p>	<ul style="list-style-type: none"> • Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. • Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. • British values are explicitly taught to ensure students know what it means to be an active, positive citizen. • Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. 	



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Year 8	SUMMER	
Topics	LOCAL AND NATIONAL POLITICS	LOOKING AFTER OURSELVES AND OTHERS
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> How British politics works. How political decisions are made. How to navigate online information to find reliable facts. 	<ul style="list-style-type: none"> The importance of kindness and coping in difficult situations. How to help in two scenarios: asthma and bleeding. Ways to promote emotional wellbeing and mental health. How to recognise signs that someone might need support with their mental health. What kind of things might go wrong and how to manage. How to keep mentally and physically healthy during the summer holidays.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Explain how British democracy works. Explain the role of MPs, the Houses of Parliament and the Prime Minister. Independently navigate websites to find reliable facts. 	<ul style="list-style-type: none"> Explain different coping strategies. Help in two scenarios: asthma and bleeding. Recognise when someone might need support with their physical or emotional health. Explain ways to promote emotional wellbeing and good mental health.
Disciplinary Literacy (Tier 3 Vocab)	Government, parliament, Magna Carta, monarchy, opposition, Prime Minister, fact-checking.	Mental fitness, coping mechanism, mental wellbeing, anxiety, depression, mood disorders, stress, symptoms.
Diversity	<ul style="list-style-type: none"> Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum. Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on. British values are explicitly taught to ensure students know what it means to be an active, positive citizen. Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world. 	

