



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

Year 7 RESPECT is taught holistically within the English Curriculum

SUBJECT	RESPECT
INTENT	<p>Our RESPECT curriculum challenges pupils to become creative, happy and successful individuals. At Chorlton High School we deliver this as RESPECT which stands for RE(lationships) Employability, Social, Personal and health Education and Critical Thinking. This embodies many strands of our SMSC offering and the new RSE framework is embedded throughout the years.</p> <p>We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7 students encounter PHSE through Oracy lessons in English and Year 8, 9 and 10 receive a weekly RESPECT lesson. In Year 11, Life Skills is taught weekly. The curriculum is mapped across the years and identifies links to whole school initiatives.</p>



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Year Group	10 RESPECT					
Rationale/ Narrative	Students will build on the knowledge they have attained earlier in the course and begin to look outwards at what their role is as an active citizen to resolve social issues. Students use their voice and express their views with increasing sophistication and apply the powerful knowledge they acquired in the previous year to topics that demand a greater degree of maturity.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Mental Fitness</p> <p>Emotional and Mental Health Supporting and exploring mental fitness in the current global climate.</p> <p>Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling)</p> <p>Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</p>	<p>Healthy Lifestyles</p> <p>Consent -how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</p> <p>The porn industry and the misrepresentation of sexual intercourse and body image.</p> <p>Gender and the Media The representation of gender in the media.</p>	<p>Ethics</p> <p>Recap on illegal drugs, what impact do they have on the individual, their family and society as a whole, what support is there for addiction, Should the law be changed on drugs? Should the way we aim to rehabilitate drug addicts be changed?</p>	<p>Them and Us</p> <p>Students address the 3 strands that contribute to being a valued member of society. Showing Respect, living without harm, practicing kindness. Students look at the divisions in society and specifically that of gangs. Why do people join gangs? What is the danger of being in a gang? What can we do to reduce knife crime and gang violence?</p> <p>Work Experience Preparation for the world of employment.</p>	<p>Human Rights</p> <p>What are our human Rights? What happens if our rights are denied? Censorship, Gender Rights, The role of Amnesty international, Write for Rights Campaign</p>	<p>Environment</p> <p>How are humans affecting the environment, what problems is it causing? Fracking, pollution, over farming, congestion. Whose responsibility is it to do something about it?</p>
SKILLS	<p>Listening skills Debate Formulating opinion Understanding others opinions Empathy Understanding how to stay safe and the risks of an inner city community. Employment skills and self-reflection.</p>	<p>Listening skills Debate Formulating opinion Understanding others opinions Empathy Interpreting the media Understanding subtext Recognising poor emotional health Questioning the world around us.</p>	<p>Formulating opinion Recall of key facts Explanation The impact drugs have on the individual, their family and society as a whole Comparison and Consideration the variety of methods used to treat drug addicts Evaluation whose responsibility is it to help people with addiction Analysis strategically consider what could/ should be done nationally to resolve the issue of addiction.</p>	<p>Formulating opinion Application of how the three strands are important in society , analysis of what can happen if they are not upheld and strategic planning to resolve the Them and Us in society</p>	<p>Formulating opinion Recall of key facts Explanation of why Human Rights are important Comparison and Consideration of a life without human rights Evaluation whose responsibility it is to ensure human rights are available for all Analysis strategically consider what can be done to promote human rights and how effective it will be.</p>	<p>Formulating opinion Recall of key facts Explanation of why Looking after the environment are important Comparison and Consideration of different potential positive and consequences our care of the environment could have on future generation Evaluation whose responsibility it is to ensure we take care of the environment</p>
ASSESSMENTS	Oracy assessment – students will be assessed on either a	Progress Test focusing on the knowledge and skills covered	Oracy assessment – students will be assessed on either a	Progress Test focusing on the knowledge and skills covered	Oracy assessment – students will be assessed on either a	Progress Test focusing on the knowledge and skills



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	<p>presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others.</p>	<p>from September until the date of the test.</p>	<p>presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others.</p>	<p>from September until the date of the test.</p>	<p>presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others.</p>	<p>covered from September until the date of the test.</p>