



## 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 8

*Year 7 RESPECT is taught holistically within the English Curriculum*

<b>SUBJECT</b>	<b>RESPECT</b>
<b>INTENT</b>	<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>



# CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	8 RESPECT					
Rationale/ Narrative	<p>Our Year 8 Respect Curriculum has been designed to allow students to begin to form personal opinions and use their voice for change in a safe, supported learning environment. Students have opportunities to debate, research and explore a wide variety of challenging and socially relevant topics such as hate crime, bereavement and Internet Safety. Students work in form groups to develop friendships and build strong teams for the future through presentation, multi-media tasks and team building learning activities to ensure student are prepared for the next steps in their learning journey. The transferable skills they develop throughout the year will support their other academic subjects as well as creating successful, creative and happy learners who are socially responsible and understand their place within their local, national and global community.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Living in the wider world</u></p> <p>Students will develop their knowledge and understanding through the following topics:</p> <ul style="list-style-type: none"> <li>Prejudice and discrimination including racism and LGBT</li> <li>Knife Crime prevention</li> <li>Community project based on our sustainability strategy and the environment</li> </ul>	<p><u>Health and Wellbeing</u></p> <p>Students will explore their own personal health and wellbeing and how to look after themselves effectively through:</p> <ul style="list-style-type: none"> <li>Internet safety</li> <li>Mental health awareness</li> <li>Physical health</li> <li>Wellbeing sessions</li> </ul> <p>Students are given extensive support in their pathways options process during their Respect lessons.</p>	<p><u>Relationships</u></p> <p>During Spring 1 students will explore respectful relationships including:</p> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>How to cope with loss and bereavement</li> <li>Sex Education- the dangers of using social media and online dangers</li> <li>Media influence</li> </ul>	<p><u>Living in the wider world</u> <u>Relationships</u></p> <p>Students will explore issues in our local, national and global community through:</p> <ul style="list-style-type: none"> <li>Their year group charity- Environment. Students will run a charity drive within their forms to raise awareness of current issues.</li> <li>Forced marriage</li> </ul>	<p><u>Health and Wellbeing</u></p> <p>Students will gain lifelong skills through:</p> <ul style="list-style-type: none"> <li>Basic first aid training including CPR and defibrillator training</li> <li>Healthy eating</li> <li>Personal wellbeing and the wellbeing of friends and family</li> <li>Personal hygiene</li> </ul>	<p><u>Living in the wider world</u></p> <p>Students will prepare for Y9 RESPECT lessons and the next steps in their learning journey by exploring:</p> <ul style="list-style-type: none"> <li>Careers</li> <li>Political systems and governance</li> <li>Voting and the election system</li> <li>Using your voice for change through an oracy speech</li> </ul>
SKILLS	<p>Developing personal opinions Challenging opinions Debate Understanding others Reflection</p>	<p>Oracy and presentation skills Debate Developing personal opinions Challenge opinions Developing empathy Multi-media skills</p>	<p>Developing personal opinions Challenge opinions Debate</p>	<p>Recognition and appreciation of differing opinions. Development of explanations. Organisation in community project</p>	<p>Developing personal opinions Challenging opinions Debate Understanding others Reflection</p>	<p>Debate Research skills Developing personal opinions</p>
ASSESSMENTS	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p>	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p>	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p>



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	to Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others.		Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others		Respect that they have demonstrated in class e.g. respect for other people's ideas, demonstrating empathy towards others.	
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