



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 9

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	9 RESPECT					
Rationale/ Narrative	Students will build a deep body of knowledge of what discrimination is, what it looks like and the implications it has for society if it is left unchallenged. Throughout the course students are encouraged to find their voice and express their views on a variety of contemporary social issues. Through exploring sensitive topics such as medical ethics and wealth inequality, students are taught to appreciate, understand and respectfully challenge viewpoints that differ from their own in a constructive manner. All students are armed with the powerful facts and skills they need to keep themselves safe in both romantic and platonic relationships so they are able to make mature and informed choices in the future.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Current Issues</u></p> <p>Students will explore a range of current issues and religious perspectives that explore prejudice and discrimination. For example:</p> <ul style="list-style-type: none"> • Freedom of speech and hate speech. • Racism • Black lives matter. • Islamophobia. • Malala and why she is so inspirational 	<p><u>Politics and the Media</u></p> <p>Students will gain an understanding of the current political climate and study current affairs such as:</p> <ul style="list-style-type: none"> • Grenfell Tower- the story • Covid 19 and the impact on the economy • Media and Politics • Discrimination within politics and the media • Wealth and Poverty 	<p><u>Healthy Lifestyles</u></p> <p>Students will be taught how to stay safe and enjoy a healthy lifestyle, including healthy eating, online safety, exercise and mental fitness</p> <p>Students will explore the dangers of drugs and substance abuse and develop an understanding of how to use their voice for change.</p>	<p><u>Medical Ethics</u></p> <p>Students will study a range of medical ethic issues, including:</p> <ul style="list-style-type: none"> • Ethical discussion of modern day ethical issues in medicine. • Fertility treatment, organ donation and saviour siblings • Ethical discussions of modern day ethical issues in medicine. • Cloning, life support, Performance enhancing drugs 	<p><u>Whose Life is it anyway?</u></p> <p>Students will explore societal issues and religious perspectives through debate and oracy on challenging topics such as:</p> <ul style="list-style-type: none"> • Animal rights • Forced Marriage and honour based violence • Human Trafficking <p>Students will be encouraged to debate and to use their voice to empower and support others.</p>	<p><u>RSE (relationships and sex education)</u></p> <p>Students will be taught Sex Education with the support of Brook Charity and will explore the following:</p> <p>Sex Education. Healthy relationships, unhealthy relationships, sex and contraception. The impact of the media on our understanding of sex and sexuality.</p> <p>Relationships– sexism, sexuality, masculinity, healthy relationships, discrimination and examples of protected characteristics</p>
SKILLS	<p>Developing personal opinions Oracy Reflection Understanding of key words.</p>	<p>Debate Reflection Developing opinions Challenging opinions Understanding others opinions Use of contraction.</p>	<p>Debate Reflection Developing opinions Challenge opinions Understanding others opinions.</p>	<p>Understanding of key words Development of own opinion. Development of explanations. Evaluation. Analysis of a variety of perspectives. Evaluation, synthesis and creation of a theory.</p>	<p>Understanding of key words. Development of own opinion. Development of explanations. Recognition and appreciation of differing opinions. Analysis of a variety of perspectives Evaluation.</p>	<p>Understanding of key words Development of own opinion. Development of explanations. Recognition and appreciation of differing opinions.</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 presentation in class or a group discussion task.	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 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 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>Students will be holistically assessed on the learning behaviours that are 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>
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