



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS Framework for Learning – Year 10

SUBJECT	RESPECT and LIFE SKILLS
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 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 engage in PSHE lessons through weekly sessions in English classrooms using the school's ORACY talk protocols to encourage debate and talking through feelings. Year 8, 9 and 10 receive a weekly RESPECT lesson. In Year 11, LIFE SKILLS is taught weekly to ensure students are ready for their next step.</p>

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.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Mental Fitness</u></p> <p>Emotional and Mental Health Supporting and exploring mental fitness in the current global climate and with Year 11 approaching. Stress busting and being organised. The importance of sleep and sleep strategies</p>	<p><u>Sex Education</u></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><u>Human Rights</u></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>Work Experience Preparation for the world of employment.</p>	<p><u>Ethics and Drugs</u></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><u>Beliefs and Politics</u></p> <p>Exploration of political systems and how politics and religion can overlap, how can religion be used to push personal and political agendas?</p>	<p><u>Them and Us</u></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>
SKILLS	<p>Listening skills Debate Formulating opinion Understanding other 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 other opinions Empathy Interpreting the media Understanding subtext Recognising poor emotional health</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</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</p>	<p>Formulating opinion Recall of key facts Explanation Comparison Evaluation Analysis</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>



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		Questioning the world around us.	Analysis strategically consider what can be done to promote human rights and how effective it will be.	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.		
ASSESSMENTS	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.	Links to SSAT qualification and building evidence	Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. 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.	Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. 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.	Links to SSAT qualification and building evidence	Progress Test focusing on the knowledge and skills covered from September until the date of the test.