



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 7

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	7 RESPECT
Rationale/ Narrative	Students will build a deep body of knowledge of what constitutes a healthy relationship with an initial focus on self-esteem and self-regulation. They will engage in Oracy tasks to demonstrate their understanding and empathy before moving on to exploring diversity, mental fitness and



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online safety. The Summer term is given over to students working on Ignite speeches about a topic they are passionate about from the range they have been taught over the previous half terms. This culminates in an event showcasing student speeches.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Healthy Relationships and Feelings</u></p> <p>Students will explore self-esteem and embark upon an exploration of the self, personal growth and changing relationships.</p>	<p><u>Healthy Minds and Bodies</u></p> <p>Students will work towards identifying mental health issues and how to support themselves and others. Exploring personal hygiene and how to have a balanced diet – links to mental health and exercise, relationships with food, etc.</p>	<p><u>The Power in Diversity</u></p> <p>Exploration of stereotypes and marginalised groups with a focus on misogyny, sexism, Islamophobia, LGBTQIA+ and the language that students need to understand is unacceptable.</p>	<p><u>Influence of the Internet and Safety</u></p> <p>Making friends online, cyber bullying, abuse and staying safe.</p>	<p><u>Ignite</u></p> <p>Students will explore societal issues through Ignite speech writing and performance.</p>	<p><u>Ignite</u></p> <p>Students will explore societal issues through Ignite speech writing and performance.</p>
SKILLS	<p>Developing personal opinions Oracy Reflection Understanding of key words.</p>	<p>Debate Reflection Developing opinions Challenging opinions Understanding other 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. Development of Oracy skills, both oral and physical</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. Development of Oracy skills, both oral and physical</p>



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<p>ASSESSMENTS</p>	<p>Oracy assessment – Spark Presentations “This is me”</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>Links to Future Foundations badges and building evidence</p>	<p>Oracy assessment – students will be assessed on 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>Oracy assessment – Drama performance.</p> <p>Links to Future Foundations badges and building evidence</p>	<p>Oracy assessment – students will be assessed on their speech writing.</p>	<p>Oracy assessment – students will be assessed on their speech writing.</p>
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