



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 8

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	8 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



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	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>Discrimination and Equality</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"> • Racism • Black lives matter. • LGBTQIA+/gender and identity • Hate speech vs Freedom of speech • Intersectionality 	<p><u>Safety and well-being</u></p> <p>Students will gain an understanding of knife crime prevention, radicalisation, stereotypes, poverty and crime</p>	<p><u>Relationships and Change</u></p> <p>Focus and exploration of bereavement, online relationships, the changing adolescent body.</p>	<p><u>Living in the Wider World</u></p> <p>The environment and sustainability. How students can understand the world around them and the changes to our ecosystems and sustainably living.</p>	<p><u>Culture and Diversity</u></p> <p>An exploration into world cultures and celebrations and festivals which may be encountered by students in the real world.</p>	<p><u>Health and well-being</u></p> <p>Students will gain lifelong skills through:</p> <ul style="list-style-type: none"> • Basic first aid training including CPR and defibrillator training • Healthy eating • Personal wellbeing and the wellbeing of friends and family • Personal hygiene
SKILLS	<p>Developing personal opinions</p> <p>Oracy</p> <p>Reflection</p> <p>Understanding of key words.</p>	<p>Debate</p> <p>Reflection</p> <p>Developing opinions</p> <p>Challenging opinions</p> <p>Understanding other opinions</p> <p>Use of contraction.</p>	<p>Debate</p> <p>Reflection</p> <p>Developing opinions</p> <p>Challenge opinions</p> <p>Understanding other opinions.</p>	<p>Understanding of key words</p> <p>Development of own opinion.</p> <p>Development of explanations.</p> <p>Evaluation.</p>	<p>Understanding of key words.</p> <p>Development of own opinion.</p> <p>Development of explanations.</p>	<p>Understanding of key words</p> <p>Development of own opinion.</p> <p>Development of explanations.</p>



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				Analysis of a variety of perspectives. Evaluation, synthesis and creation of a theory.	Recognition and appreciation of differing opinions. Analysis of a variety of perspectives Evaluation.	Recognition and appreciation of differing opinions.
ASSESSMENTS	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.	Links to LORIC 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 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. Links to LORIC qualification and building evidence	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.	Links to LORIC qualification and building evidence