



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 9

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	9 RESPECT
Rationale/	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



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<p>Narrative</p>	<p>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.</p>					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>KNOWLEDGE</p>	<p><u>Changing Relationships and well-being</u></p> <p>Exploring peer pressure, conflict resolution, mental health and links back to self-esteem. Exploration of positive body image and balanced diet as well as falling in love</p>	<p><u>Healthy Lifestyles</u></p> <p>Students will be taught how to stay safe and enjoy a healthy lifestyle, including healthy eating habits, 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>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>Ethics</u></p> <p>Students will study a range of medical and moral ethic issues and religious perspectives to them including:</p> <ul style="list-style-type: none"> • Ethical discussion of modern day ethical issues in medicine. • Organ donation and saviour siblings • Ethical discussions of modern day ethical issues in society. • 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>



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SKILLS	Developing personal opinions Oracy Reflection Understanding of key words.	Debate Reflection Developing opinions Challenge opinions Understanding other opinions.	Debate Reflection Developing opinions Challenging opinions Understanding other opinions Use of contraction.	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.	Understanding of key words. Development of own opinion. Development of explanations. Recognition and appreciation of differing opinions. Analysis of a variety of perspectives Evaluation.	Understanding of key words Development of own opinion. Development of explanations. Recognition and appreciation of differing opinions.
ASSESSMENTS	Links to SSAT 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.	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.	Links to SSAT qualification and building evidence	Links to SSAT qualification and building evidence	Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. Links to SSAT qualification and building evidence	Links to SSAT qualification and building evidence