



FRAMEWORK FOR LEARNING



CREATIVE

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

HAPPY

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

SUCCESSFUL

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

SUBJECT

RESPECT

INTENT

Our RESPECT curriculum challenges pupils to become creative, happy and successful individuals. At CHS South 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.

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, 8 and 9 students have encountered PHSE in their EPR lessons and in Year 10 receive a weekly RESPECT lesson encompassing critical topics such as Mental Health, Healthy Lifestyles, Drugs, sex education, gambling, Ethics, Them and Us, Human Rights and The Environment. In Year 11, in order to prepare students for life after CHS South, Life Skills is taught weekly for The Autumn Term and Spring Term dedicated to academic bespoke interventions.



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

Students will build on the knowledge they have attained at KS3 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 years to topics that demand a greater degree of maturity.

TERM KNOWLEDGE

AUTUMN 1

Mental Fitness

Emotional and Mental Health.
Supporting and exploring mental fitness in the current global climate.

Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling).

Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

AUTUMN 2

Healthy Lifestyles

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.

The porn industry and the misrepresentation of sexual intercourse and body image.

Gender and the Media
The representation of gender in the media.

SPRING 1

Ethics

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?

SPRING 2

Them and Us

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?

SUMMER 1

Human Rights

What are our human Rights? What happens if our rights are denied? Censorship, Gender Rights, the role of Amnesty international, Write for Rights Campaign.

SUMMER 2

Environment

How are humans affecting the environment, what problems is it causing? Fracking, pollution, over farming, congestion. Whose responsibility is it to do something about it?

Work Experience
Preparation for the world of employment.

SKILLS

Listening skills Debate

Formulating opinion
Understanding other people's opinions.

Empathy
Understanding how to stay safe and the risks of an inner-city community. Employment skills and self-reflection.

Listening skills Debate

Formulating opinion
Understanding other people's opinions.

Empathy
Interpreting the media
Understanding subtext
Recognising poor emotional health

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.

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.

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

Formulating opinion Recall of key facts

Explanation of why Looking after the environment are important.

Comparison and Consideration of different potential positive and consequences our care of



ASSESSMENT

	Questioning the world around us.	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.		ensure human rights are available for all. Analysis strategically consider what can be done to promote human rights and how effective it will be.	the environment could have on future generation Evaluation whose responsibility it is to ensure we take care of the environment.
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.	Progress Test focusing on the knowledge and skills covered from September until the date of the test.	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.	Progress Test focusing on the knowledge and skills covered from September until the date of the test.

HOME LEARNING

Read, Watch, Visit.
Students will be given a selection of cultural opportunities for their home learning that will enhance and support the topics they are studying in RESPECT.

READING, WRITING, TALK, NUMERACY

Reading: Real life examples and case studies. Oracy: If you could change the curriculum. Talk protocols: Talking in roles, peer critique, probing questions.	Reading: Scenarios around consent. Writing: Progress Test. Oracy: What can we do to reduce stigma around HIV. Talk protocols: Talking in roles, peer critique, probing questions.	Reading: Various news articles. Oracy: Speech presentation. Talk protocols: Talking in roles, peer critique, probing questions	Reading: Various news articles. Writing: Progress Test. Oracy: Strategic planning to address knife crime. Talk protocols: Talking in roles, peer critique, probing questions.	Reading: United Nations Convention of Human Rights. Oracy: Is censorship good for society’ debate Talk protocols: Talking in roles, peer critique, probing questions.	Reading: News articles and statistics on sustainability. Writing: Progress test. Oracy: How do we address the issue of sustainability? Talk protocols: Talking in roles, peer critique, probing questions.
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TIER 2 VOCABULARY

Identify Describe Explain Assess To what extent?	Identify Describe Explain Assess To what extent?	Identify Describe Explain Assess To what extent?	Identify Describe Explain Assess To what extent?	Identify Describe Explain Assess To what extent?	Identify Describe Explain Assess To what extent?
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TIER 3 VOCABULARY

Debt Mortgage Expenditure	Consent Grooming Vulnerability	Addiction Recreational Dependency	Propaganda Community cohesion Manipulation	Censorship Migrant Refugee	Environment Stewardship Consumption
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PSPSMC, BRITISH VALUES AND DIVERSITY

Income Overdraft	Pornography Confidentiality	Rehabilitation Criminality	Marginalised	Citizenship Nationality	Consumerism Biodegradable
Personal Safety in an inner-city community Employability Skills Financial stability Togetherness. Diversity and inclusion of all by exploring ethnic identities	Personal safety Sexual Health Relationship Health Tolerance British Values explored as we explore liberties and multi-cultural Britain and the values at the core. Development of morals and values.	Drugs awareness, social impact of drugs, responsibility to help people with addiction, legality of illegal drugs, tolerance. Diverse voices	Rule of law in addressing gang crime, what issues in society make people turn to crime, what can young people do to keep safe.	Human rights, standing up for others, equality and combatting prejudice, tolerating other walks of life, understanding how the British values agenda protects people's individual liberty. Diverse voices.	Social responsibility, Eco awareness, futures thinking. Conservation, Stewardship.