



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 South Framework for Learning – Years 9 - 10

SUBJECT	RESPECT
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 new 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 and 8 students encounter PHSE in their EPR lessons and in 9 and 10 receive a weekly RESPECT lesson. In Year 11, Life Skills is taught weekly for The Autumn Term.</p>



Year Group	9 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 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>Current Issues</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"> • Freedom of speech and hate speech. • Racism • Black lives matter. • Islamophobia. • Malala and why she is so inspirational 	<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>Healthy Lifestyles</u></p> <p>Students will be taught how to stay safe and enjoy a healthy lifestyle, including healthy eating, 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>Medical Ethics</u></p> <p>Students will study a range of medical ethic issues and religious perspectives to them including:</p> <ul style="list-style-type: none"> • Ethical discussion of modern-day ethical issues in medicine. • Fertility treatment, organ donation and saviour siblings • Ethical discussions of modern-day ethical issues in medicine. 	<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</p>



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				<ul style="list-style-type: none"> Cloning, life support, Performance enhancing drugs 		relationships, discrimination and examples of protected characteristics
SKILLS	Developing personal opinions Oracy Reflection Understanding of key words.	Debate Reflection Developing opinions Challenging opinions Understanding other people's opinions Use of contraction.	Debate Reflection Developing opinions Challenge opinions Understanding other people's opinions.	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	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	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 Respect that they have demonstrated in class e.g., respect for other people's ideas, demonstrating	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 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.



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	empathy towards others.		empathy towards others.			
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	<p>Reading: real life examples and case studies</p> <p>Writing: opinion in the Progress Tests. Writing with justifications and the ability to see another point of view. Extended answers to questions where there is no right or wrong but more philosophical responses</p> <p>Oracy: Discrimination, how does it really affect you?</p> <p>Talk protocols: Talking in role, peer critique</p>	<p>Reading: real life examples and news articles</p> <p>Writing: opinion in the Progress Tests. Writing with justifications and the ability to see another point of view. Extended answers to questions where there is no right or wrong but more philosophical responses</p> <p>Oracy: Is the current political system fit for purpose?</p> <p>Talk protocols: probing questions</p>	<p>Reading: real life examples and case studies. Reading language that is medical, for example drug names and symptoms.</p> <p>Oracy: Whole class discussion. Talking trios</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: News article on parent’s decision on child’s blood transfusion</p> <p>Oracy: Donation dilemmas. Who should receive organs?</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Human traffic and organ theft</p> <p>Oracy: Historical slavery or human traffic: which is worse? Debate.</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: real life examples and case studies. Reading language that is medical, for example STI and language related top Sex Education.</p> <p>Writing: opinion in the Progress Tests. Writing with justifications and the ability to see another point of view. Extended answers to questions where there is no right or wrong but more philosophical responses</p> <p>Oracy: What is an unhealthy relationship?</p> <p>Talk protocols: Talking in roles,</p>



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						peer critique, probing questions
TIER 3 VOCAB	Discrimination Agenda Islamophobia	Classification Democratic Elective Constituency Legislation Patriarchy	Social Responsibility Dopamine Compensation Immorality	Fertility In Vitro Fertilization Donor Abortion Saviour Sibling Preimplantation Genetic Cloning Hippocratic Euthanasia Autonomy Morality	Sentient Stewardship Dominion Dignity Coercion Trafficking	Social Responsibility Homophobia Consensual Contraception Sexuality
PSPSMC, BRITISH VALUES	Personal accountability and tolerance of differing beliefs. Human rights and becoming socially aware of the local, national and global community we live in.	Social justice and compassion for the poor and those less fortunate, personal accountability and tolerance of differing beliefs about responsibility to look after the poor	Drug Awareness Personal safety. Self Esteem and how to develop healthy relationships.	Contemporary moral issues, ethical issue of fertility treatment, blood transfusions and saviour siblings., exploration in cultural opinion on these issues, unpicking the rule of law and democracy.	Human rights and individual liberty considered in using people as slaves, ethical and moral issues associated with animal testing.	Students consider individual liberty and the rule of law in looking at freedom of sexual preference and what can be done to protect people who experience prejudice as a result of their sexual preference. How to be a good partner. Safe sex and the impact of teenage pregnancy on society.



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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.					
	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.</p> <p>Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling)</p> <p>Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</p>	<p><u>Healthy Lifestyles</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>Ethics</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>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>	<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><u>Environment</u></p> <p>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?</p> <p>Work Experience Preparation for the world of employment.</p>



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SKILLS	<p>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.</p>	<p>Listening skills Debate Formulating opinion Understanding other people’s opinions Empathy Interpreting the media Understanding subtext Recognising poor emotional health Questioning the world around us.</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 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.</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>	<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 Analysis strategically consider what can be done to promote human rights and how effective it will be.</p>	<p>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 the environment could have on future generation Evaluation whose responsibility it is to ensure we take care of the environment</p>
ASSESSMENTS	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>	<p>Oracy assessment – students will be assessed on either a presentation in class or a group discussion task.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p> <p>Students will be holistically assessed on the learning behaviours that are relevant to Respect that they have</p>



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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	<p>Reading: Real life examples and case studies</p> <p>Oracy: If you could change the curriculum.</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Scenarios around consent</p> <p>Writing: Progress Test</p> <p>Oracy: What can we do to reduce stigma around HIV</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Various news articles</p> <p>Oracy: Speech presentation</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Various news articles</p> <p>Writing: Progress Test</p> <p>Oracy: Strategic planning to address knife crime</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: United Nations Convention of Human Rights</p> <p>Oracy: ‘Is censorship good for society’ debate</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: News articles and statistics on sustainability</p> <p>Writing: Progress test</p> <p>Oracy: How do we address the issue of sustainability?</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>
TIER 3 VOCAB	Debt Mortgage Expenditure Income Overdraft	Consent Grooming Vulnerability Pornography Confidentiality	Addiction Recreational Dependency Rehabilitation Criminality	Propaganda Community cohesion Manipulation Marginalised	Censorship Migrant Refugee Citizenship Nationality	Environment Stewardship Consumption Consumerism Biodegradable



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<p>PSPSMC, BRITISH VALUES</p>	<p>Personal Safety in an inner city community Employability Skills Financial stability Togetherness</p>	<p>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.</p>	<p>Drugs awareness, social impact of drugs, responsibility to help people with addiction, legality of illegal drugs, tolerance</p>	<p>Rule of law in addressing gang crime, what issues in society make people turn to crime, what can young people do to keep safe.</p>	<p>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</p>	<p>Social responsibility, Eco awareness, futures thinking. Conservation, Stewardship</p>
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