



CHORLTON HIGH SCHOOL: CURRICULUM

Subject Intent

‘Be the change that you wish to see in the world.’ - Mahatma Gandhi

In Respect, our aim is to create confident, well-rounded citizens for the future. We educate students to think about others, the world around them and their role within it.

Learners are encouraged to articulate their own opinions whilst considering and appreciating those different to their own with respect and compassion. Within Respect we create classrooms where each voice is valued and every contribution enhances the learning of all.

Through our three year spiraled curriculum students gain a deep body of knowledge on contemporary social issues and are taught to engage with topics of moral concern with increasing prowess. As an oracy based subject students develop critical thinking, resilience and tolerance through collaborative work and lively whole class discussion.

At the end of the course students are equipped with the knowledge, skills and attributes they need to keep themselves healthy and safe, prepare for life and work after education, understand the world’s communities and discover their place in it.

Year Group	8 RESPECT
Rationale/ Narrative	<p>Our Year 8 Respect Curriculum has been designed to allow students to begin to form personal opinions and use their voice for change in a safe, supported learning environment. Students have opportunities to debate, research and explore a wide variety of challenging and socially relevant topics such as hate crime, bereavement and Internet Safety. Students work in form groups to develop friendships and build strong teams for the future through presentation, multi-media tasks and team building learning activities to ensure student are prepared for the next steps in their learning journey. The transferable skills they develop throughout the year will support their other academic subjects as well as creating successful, creative and happy learners who are socially responsible and understand their place within their local, national and global community.</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Living in the wider world</u></p> <p>Students will develop their knowledge and understanding through the following topics:</p> <ul style="list-style-type: none"> Prejudice and discrimination including racism and LGBT Knife Crime prevention Community project based on our sustainability strategy and the environment 	<p><u>Health and Wellbeing</u></p> <p>Students will explore their own personal health and wellbeing and how to look after themselves effectively through:</p> <ul style="list-style-type: none"> Internet safety Mental health awareness Physical health Wellbeing sessions <p>Students are given extensive support in their pathways options process during their Respect lessons.</p>	<p><u>Relationships</u></p> <p>During Spring 1 students will explore respectful relationships including:</p> <ul style="list-style-type: none"> Families and friendships How to cope with loss and bereavement Sex Education- the dangers of using social media and online dangers Media influence 	<p><u>Living in the wider world</u> <u>Relationships</u></p> <p>Students will explore issues in our local, national and global community through:</p> <ul style="list-style-type: none"> Their year group charity- Environment. Students will run a charity drive within their forms to raise awareness of current issues. Forced marriage 	<p><u>Health and Wellbeing</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 	<p><u>Living in the wider world</u></p> <p>Students will prepare for Y9 RESPECT lessons and the next steps in their learning journey by exploring:</p> <ul style="list-style-type: none"> Careers Political systems and governance Voting and the election system Using your voice for change through an oracy speech
SKILLS	<p>Developing personal opinions Challenging opinions Debate Understanding others Reflection</p>	<p>Oracy and presentation skills Debate Developing personal opinions Challenge opinions Developing empathy Multi-media skills</p>	<p>Developing personal opinions Challenge opinions Debate</p>	<p>Recognition and appreciation of differing opinions. Development of explanations. Organisation in community project</p>	<p>Developing personal opinions Challenging opinions Debate Understanding others Reflection</p>	<p>Debate Research skills Developing personal opinions</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 demonstrated in class e.g. respect for other people’s</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</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 demonstrated in class e.g. respect for other people’s ideas,</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</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 behaviors that are relevant to Respect that they have demonstrated in class e.g. respect for other people’s ideas, demonstrating empathy towards others.</p>	<p>Progress Test focusing on the knowledge and skills covered from September until the date of the test.</p>



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	ideas, demonstrating empathy towards others.		demonstrating empathy towards others			
HOME LEARNING	N/A	N/A	N/A	N/A	N/A	N/A
Reading strategies						
READING, WRITING, TALK	<p>Reading: News articles on current issues, researching community projects</p> <p>Oracy: Whole class discussion. Presentation</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Real life examples and case studies</p> <p>Writing: Creating their own marketing materials on internet safety with a target audience</p> <p>Oracy: Presentation and oracy speeches</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: News articles from the media</p> <p>Oracy: Giving personal opinions and asking questions</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Case studies from real life examples of students affected by forced marriage</p> <p>Writing: planning their second community event and writing and evaluation</p> <p>Oracy: Sharing work in teams</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Medical language with first aid training</p> <p>Oracy: Personal opinions give in lesson.</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>	<p>Reading: Political legislation and different party agendas.</p> <p>Writing: writing an oracy speech to deliver in lesson about a current political topic of their choice</p> <p>Oracy: Presenting their oracy speeches</p> <p>Talk protocols: Talking in roles, peer critique, probing questions</p>
TIER 3 VOCAB	Discrimination Homophobia Community cohesion Sustainability	Dignity Vulnerability	Bereavement Sexuality	Community cohesion Environment	Defibrillator Hygiene	Governance Democratic Elective Constituency Legislation
PSPSMC, BRITISH VALUES	Social- reflecting on their local, national and global community Moral- debating right and wrong Rule of law- researching current laws around environment and sustainability	Personal- reflecting on their personal opinions and their use of social media and how it affects others Individual liberty- looking at case studies where young people have taken extreme measures on social media	Physical- sex education and relationships Spiritual- reflecting on own spirituality and appreciating others beliefs	Cultural- exploring cultures in our local, national and global community Social- becoming socially aware about a relevant community issue	Personal- Personal hygiene Physical- learning basic first aid to help others	Rule of law- learning about our voting system and governance Personal- reflecting and making decisions about future careers and GCSEs.



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