



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: RESPECT



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	RESPECT	RESPECT	RESPECT	RESPECT	RESPECT	RESPECT
Knowledge	<p>PSHE</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>Gang and Knife Crime</p> <p>Work Experience Preparation for the world of employment.</p>	<p>PSHE</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>Gender and the Media The representation of gender in the media.</p> <p>Emotional and Mental Health</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>Drugs Ethics</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>Them and Us</p> <p>Students address the 3 strands that contribute to being a value member of society. Showing Respect, living without harm, practicing kindness. Students look first as these trait explicitly but then look at issues that can arise in society if people do nit demonstrate these qualities.</p>	<p>Human Rights</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>Environment</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>
Skills	<p>Listening skills Debate Formulating opinion Understanding others 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 others opinions Empathy Interpreting the media Understanding subtext Recognising poor emotional health Questioning the world around us.</p>	<p>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 who's responsibility is it to help people with addiction</p>	<p>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>Recall of key facts Explanation of why Human Rights are important Comparison and Consideration of a life without human rights Evaluation whos' responsibility it is to ensure human rights are available for all Analysis strategically</p>	<p>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 whos' responsibility it is to ensure</p>

Year 10 Work Experience – 2 Weeks

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			<p>Analysis strategically consider what could/ should be done nationally to resolve the issue of addiction.</p>		<p>consider what can be done to promote human rights and how effective it will be.</p>	<p>we take care of the environment Analysis strategically consider what can be done to preserve the environment and how effective it will be.</p>
Assessment	<p>Assessment point 1 Knife Crime</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>	<p>Assessment point 1 Progress test</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>	<p>Assessment point 1 Progress test</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>	<p>Assessment point 1: Progress Tests</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>	<p>Assessment point 1 Write for Rights Activity</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>	<p>Assessment point 1 Progress test</p> <p>Assessment Point 2 Written Summary of chosen cultural capital activity</p>
Cultural Enrichment	<p>READ: www.gangslines.com/</p> <p>WATCH: Murdered by my boyfriend. Consent taught through a cup of tea.</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>	<p>READ: The shock of the fall by Nathan Filer</p> <p>WATCH: Martin Lewis video clip</p> <p>Listen to: If I were a boy/ Run the world Britney</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>	<p>READ: Smack by Melvin Burgess</p> <p>WATCH: Ben: Diary of a Heroin Addict</p> <p>Listen to: Russel Brand address House of commons</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>	<p>READ: Across the Barricades: A Kevin and Sadie Story, Joan Lingard</p> <p>WATCH: Freedom Writers, Billy Elliot, Suffragette</p> <p>Listen to: Labi Sifre, something inside so strong</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>	<p>READ: The drowned and the saved by Primo Levi</p> <p>WATCH: Let Him Have it, The Green Mile, Dead man Walking</p> <p>Listen to: Naomi Wadler anti Gun speech</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>	<p>READ: We are the weather makers by Sally M Walker</p> <p>WATCH: Ted Ed 'What really happens to plastic when you throw it away.</p> <p>Visit: Formby Red squirrel reserve/ Natural Trust/ Unicorn foods.</p> <p>CHS RESPECT YOUTUBE PLAYLISTS</p>
Character	<p> QofS –</p> <p>Creativity & Curiosity Students develop creativity in considering the different strategies to reduce gang crime</p>	<p> QofS</p> <p>Responsibility & Reflection Students develop responsibility in thinking about the role they play in addressing stereotypes.</p>	<p> QofS –</p> <p>Motivation Students reflect on their learning journey within RESPECT and how they can utilize their acquired skills and knowledge to become valued citizens</p>	<p> QofS –</p> <p>Practice & Resiliency Students practice resiliency in reflecting on the year and preparing for their summative progress test.</p>	<p> QofS –</p> <p>Optimism Students are encouraged to see how their individual contributions can positively impact on the lives of others</p>	<p> QofS –</p> <p>Empathy Students are taught to empathize with the plight of future generations based on how we choose to use the plant</p>



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