

## Key Stage 3: Social Ethics Curriculum Map 2023-24

### Prior Learning:

At KS2 the aim was for students to:

Families and people who care for me: Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body

belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

**Curriculum Intent:**

The curriculum of Social Ethics has been designed to give every student the opportunity to explore and engage with real world issues and debates to prepare them to be active and valued members of modern-day Britain and its place in the world. Students will be able to see themselves in the curriculum and explore their feelings and beliefs in relation to a wide range of topics. Social Ethics is designed as a cross curricular subject that further supports the learning, knowledge, and skills developed in other subjects. The curriculum has been designed alongside our students and will continue to be improved based on the current wants and needs of young people in today's world.

Social Ethics is split into 3 themes, **Health and Wellbeing**, **Living in the Wider World**, and **Relationships**.

**Year 7**

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<b>Module Title</b>	Transition and Safety	Developing skills and aspirations	Diversity	Health and puberty	Building relationships	Financial decision making
<b>Learning Focus: Foundations of belief</b>	Transition to secondary school and personal safety in and outside school, including first aid	Careers, teamwork and enterprise skills, and raising aspirations	Diversity, prejudice, and bullying	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Self-worth, romance and friendships (including online) and relationship boundaries	Saving, borrowing, budgeting and making financial choices
<b>Careers Focus</b>	Developing skills to be successful in academic studies and the workplace. Recognising their strengths and how to work effectively in a team.		Understanding the importance of diversity and how diversity is protected in the workplace.		Managing professional relationships in the workplace and learning how to manage financial decision making.	
<b>Assessment</b>	Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.	

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### Year 8

	Autumn Term 1 Health and Wellbeing	Autumn Term 2 Living in the Wider World	Spring Term 1 Relationships	Spring Term 2 Health and Wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the Wider World
<b>Module Title</b>	Drugs and Alcohol	Community and Careers	Discrimination	Emotional wellbeing	Identity and Relationships	Digital Literacy
<b>Learning Focus: Belief in action</b>	Alcohol and drug misuse and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Mental health and emotional wellbeing, including body image and coping strategies	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Online safety, digital literacy, media reliability, and gambling hooks
<b>Careers Focus</b>	Understanding how different career patters of work appear and how life choices can impact the range of careers we have access to.		The importance of emotional and physical wellbeing and the impact this can have on our work. How to recognise and challenge discrimination in life and work		How to stay safe online and recognise fraud. How to deal with suspicious activity online and the impact of poor online safety.	
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.	

### Year 9

	Autumn Term 1 Health and Wellbeing	Autumn Term 2 Living in the Wider World	Spring Term 1 Relationships	Spring Term 2 Health and Wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the Wider World
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<b>Module Title</b>	Peer Influence, Substance Use and Gangs	Setting Goals	Respectful Relationships	Healthy Lifestyle	Intimate Relationships	Employability Skills
<b>Learning Focus: Getting along with others</b>	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Learning strengths, career options and goal setting as part of the GCSE options process	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Diet, exercise, lifestyle balance and healthy choices, and first aid	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability and online presence
<b>Careers Focus</b>	Setting SMART goals and how these can positively impact your work. The impact of substances on you, your freedoms and your work.		How healthy lifestyle choices can positively impact your work. How to deal with disagreeing with someone in a professional manner		How to search for employment and work experience opportunities and the importance of reflecting on what you put online.	
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.	