

# Key Stage 3: Social Ethics Curriculum Map Feb 2024 Onwards

## Prior Learning:

At KS2 the aim was for students to:

- Exploring Christianity in more detail
- Investigating two principal religions: Hinduism and Islam
- Revisiting or encountering the other principal religious communities (Buddhism, Judaism, Sikhism) touching on various themes or looking at one in detail.
- a secular world view within any of the themes.

## 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.

## Year 7

	Autumn Term 1 7 weeks  Health and Wellbeing	Autumn Term 2 7 weeks  Living in the Wider World	Spring Term 1 6 weeks  Relationships	Spring Term 2 6 weeks  Health and Wellbeing	Summer Term 1 6 weeks  Relationships	Summer Term 2 7 weeks  Living in the Wider World
<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>						

<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 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	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>						
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	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 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks

	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
<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>						
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.	

Years 7-9	Secured in Year 7	Secured in Year 8	Secured in Year 9
	<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting. Students use the correct definitions for health and wellbeing topics without prompting.</p> <p><b>Health and Wellbeing:</b> Students are able to place someone in the recovery position and complete a primary survey. Students can explain what happens to their body during puberty.</p> <p><b>Living in the Wider World:</b> Students are able discuss why savings are important. Students understand the difference between debt and savings.</p> <p><b>Relationships:</b> Students are able to explain the negative impact of bullying. Students are able to give examples of what a good/healthy friendship looks like.</p>	<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting. Students use the correct definitions for health and wellbeing topics without prompting.</p> <p><b>Health and Wellbeing:</b> Students can explain the impact of substances such as nicotine and vaping. Students demonstrate steps they can take to look after their emotional health.</p> <p><b>Living in the Wider World:</b> Students are able to identify their strengths and areas for improvement. Students can explain how social media can impact a person's body image.</p> <p><b>Relationships:</b> Students are able to give examples of how to be a positive bystander. Students are able to explain what a hate crime is. Students are able to explain how some of the types of contraception work.</p>	<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting. Students use the correct definitions for health and wellbeing topics without prompting.</p> <p><b>Health and Wellbeing:</b> Students are able to explain the impact of vaping and what the law says about vaping. Students can explain positive steps to improve their physical and mental wellbeing.</p> <p><b>Living in the Wider World:</b> Students are able to demonstrate an understanding of income and expenditure. Students are able to identify ways of staying out of debt.</p> <p><b>Relationships:</b> Students are able to identify key facts about some common STIs/STDs. Students can articulate the importance of consent and be able to identify what is and is not an example of consent.</p>