

Health and wellbeing	Relationships	Living in the wider world
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- Denotes Short Course GCSE RE syllabus

	<i>Sept-Oct</i>	<i>Nov-Dec</i>	<i>Jan-Feb</i>	<i>Mar-Apr</i>	<i>May-Jun</i>	<i>Jun- Jul</i>
<i>Taught in form groups for 40 minutes per week, with one teacher for the academic year.</i>						
7	7.1 Hope, resilience and gratitude	7.2 Antibullying	7.3 British values; rights and responsibilities	7.4 Diet, sleep and healthy lifestyles	7.5 Employment skills and personal qualities	7.6 Our community 7.7 Value for money 7.8 Puberty
8	8.1 Mental health signs and symptoms	8.2 Relationships and break ups	8.3 Democracy and the judiciary 8.4 First Aid	8.5 Smoking and vaping	8.6 Personal finance	8.7 Grooming and online safety 8.8 Job applications and Building for the Future project 8.9 Media Influence and Body image
9	9.1 Mental health strategies	9.2 Human rights and refugees	9.3 Risk and risky behaviours	9.4 Abusive behaviours: words, images, harassment.	9.5 RSE: anatomy, consent, contraception, FGM	9.6 Bewerly park residential reflection
<i>Taught in form groups for 40 minutes per week, with one teacher per topic on a carousel</i>						
10 <i>1x40 mins/ week</i>	10.1 Medical and self care	10.2 Relationships* , communication and loss	10.3 Personal safety, extremism and War*	10.4 Work and health and safety	10.5 Self image and the media	10.6 Work experience and reflections
11 <i>1x40 mins/ week</i>	11.1 Financial and career planning	11.2 Medical ethics*	11.3 First aid refresher; sex and fertility	11.4 Parenting	11.5 Crime and punishment*	Exams

	Health and wellbeing	Relationships	Living in the wider world
Key Stage 3	7.1 Hope, resilience and gratitude 7.4 Diet, sleep and healthy lifestyles 7.8 Puberty 8.1 Mental health signs and symptoms 8.4 First Aid 8.5 Smoking and vaping 9.1 Mental health strategies 9.3 Risk and risky behaviours	7.2 Antibullying 7.6 Our community 8.2 Relationships and break ups 8.7 Grooming and online safety 9.5 RSE: anatomy, consent, contraception, FGM	7.3 British values; rights and responsibilities 7.5 Employment skills and personal qualities 7.7 Value for money 8.3 Democracy and the judiciary 8.6 Personal finance 8.8 Job applications and Building for the Future project 8.9 Media Influence and Body image 9.2 Human rights and refugees 9.4 Abusive behaviours: words, images, harassment. 9.6 Bewerly park residential reflection
Key Stage 4	10.1 Medical and self care 10.5 Self image and the media 11.3 First aid refresher; sex and fertility	10.2 Relationships* , communication and loss 10.3 Personal safety, extremism and War* 11.4 Parenting	10.4 Work and health and safety 10.6 Work experience and reflections 11.1 Financial and career planning 11.2 Medical ethics* 11.5 Crime and punishment
Across the school	PE & Games Lifesaving course KS4 Extracurricular activities Form time programme Assembly programme	Extracurricular activities Form time programme Assembly programme Focus groups, buddy groups School Council Form Captains' Forum Boarding Council Sixth Form Committee	Form time programme Y7 Chocolate challenge (1/2 day) Y8 Building for the Future architecture project (2 days) Y9 Bewerly residential (5 days) Y10 Work experience (5 days) Assembly programme School Council Form Captains' Forum Boarding Council Sixth Form Committee

	Health and wellbeing	PSHE Association descriptors
Key Stage 3	7.1 Hope, resilience and gratitude	<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>
	7.4 Diet, sleep and healthy lifestyles	<p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H21. how to access health services when appropriate</p>
	7.8 Puberty	<p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>

	8.1 Mental health signs and symptoms	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	8.4 First Aid	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
	8.5 Smoking and vaping	H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
	9.1 Mental health strategies	H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns
	9.3 Risk and risky behaviours	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H30. how to identify risk and manage personal safety in increasingly independent situations, including online H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
	(FGM as part of 9.5 Relationships)	H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Key Stage 4	10.1 Medical and self care	<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours</p> <p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>
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	10.5 Self image and the media	<p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>
	11.3 First aid refresher; sex and fertility	<p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing fetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p>

	Relationships	PSHE Association descriptors
Key Stage 3	7.2Antibullying	<p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>
	7.6 Our community	<p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>

	8.2 Relationships and break ups	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
	8.7 Grooming and online safety	<p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>

	<p>9.5 RSE: anatomy, consent, contraception, FGM</p>	<p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p>
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Key Stage 4	10.2 Relationships*, communication and loss	<p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p> <p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>
	10.3 Personal safety, extremism and War*	<p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>

	11.4 Parenting	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p>
Also	11.3 First aid refresher; sex and fertility	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p>

	Living in the wider world	
Key Stage 3	7.3 British values; rights and responsibilities	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
	7.5 Employment skills and personal qualities	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work L12. about different work roles and career pathways, including clarifying their own early aspirations
	7.7 Value for money	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money
	8. 3 Democracy and the judiciary	L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
	8.6 Personal finance	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
	8.8 Job applications and Building for the Future project	L1. study, organisational, research and presentation skills L6. the importance and benefits of being a lifelong learner L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment L5. the skills and qualities required to engage in enterprise
	8.9 Media Influence and Body image	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24. to understand how the way people present themselves online can have positive and negative impacts on them

	9.2 Human rights and refugees	<p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p>
	9.4 Abusive behaviours: words, images, harassment.	<p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>
	9.6 Beverly park residential reflection	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p>
Key Stage 4	10.4 Work and health and safety	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>
	10.6 Work experience and reflections	<p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p>

	11.1 Financial and career planning	<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment, full-time, part-time and zero-hours contracts</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p>
	11.2 Medical ethics*	<p>AQA Short course RE syllabus plus</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>
	11.5 Crime and punishment*	AQA Short course RE syllabus
Also : 10.3 Personal safety, extremism and War*	<p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	
10.5 Self image and the media	<p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p>	

Year 7	Year 8	Year 9	Year 10	Year 11	Understanding information, texts and sources	Discussing and responding
9	9		9		I fully understand the viewpoint of the writer as well as all the ideas with impressive depth. I can fully comprehend bias, viewpoint and motivation of authors and explain fluently. I use context information often and it is explored in detailed, illuminating and relevant ways	I can use a wide range of subject specific terminology with precision and flair. I can explore perceptively a range of ideas and reply confidently to the ideas of others. I write a convincing, personal interpretation which is fully explored and developed.
			8		I fully understand the viewpoint of the writer as well as all the ideas. I can fully comprehend bias, viewpoint and motivation of authors. I use context information often in relevant ways	I can use a wide range of subject specific terminology with precision. I can discuss perceptively a range of ideas and reply confidently to the ideas of others. I write a convincing, personal interpretation.
	8		7		I understand the subtleties of the text as well as fully understanding the main ideas. I begin to understand bias, viewpoint and motivation of authors. My contextual knowledge is secure and relevant and is used to explain specific details	I can use a wide range of subject specific terminology. I can discuss perceptively a range of ideas and reply effectively to the ideas of others. I can write an interpretation that is mostly convincing.
8	7		6		I can understand the main ideas of a text or source as well as some of the more subtle ideas. I notice bias and viewpoint in sources. My contextual knowledge is good but used generally.	I can use a fairly wide range of terminology accurately. I can discuss a range of ideas in depth and listen effectively to the ideas of others. I can write a developed response.
7	6		5		I can understand the main ideas of a text or source as well as at least one of the more subtle ideas. I understand the impact of bias in sources and may notice it. My contextual knowledge is generally sound.	I can use a fairly wide range of terminology with some lapses in accuracy. I can discuss a range of ideas and listen effectively to the ideas of others. I can write a thorough response.
6	5		4		I can understand the main ideas of a text or source. I understand the impact of bias in sources. I use some wider understanding of contextual information.	I can use a fairly wide range of terminology with accuracy. I can discuss ideas and listen to the ideas of others. I can write a reasonably thorough response.
5	4		3		I can understand most of the main ideas of a text or source. I understand the concept of bias in sources. I can identify and discuss some simple similarities and differences. I use at least one example of general knowledge or wider learning.	I can use a few examples of terminology with some lapses in accuracy. I can listen to the ideas of others and make a response. I can write a short response covering the main points.
4	3				I can understand some of the main ideas of a text or source. I understand that there are different viewpoints and texts may not be impartial. I make very brief use of general knowledge or links.	I can use at least one subject specific word with accuracy. I can listen to the ideas of others and understand their points. I can write a short response covering some of the main points.
3					I can understand a little of the main ideas of a text or source. I understand that there are different viewpoints on issues. I do not use any general knowledge or links.	I do not use any subject specific words. I can sometimes listen to the ideas of others and understand their points. I can write a limited response.

