



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10					
Rationale/ Narrative	Students will build on the knowledge they have attained earlier in the course and begin to look outwards at what their role is as an active citizen to resolve social issues. Students use their voice and express their views with increasing sophistication and apply the powerful knowledge they acquired in the previous year to topics that demand a greater degree of maturity.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>PSHE 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>PSHE 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>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 valued member of society. Showing Respect, living without harm, practicing kindness. Students look at the divisions in society and specifically that of gangs. Why do people join gangs? What is the danger of being in a gang? What can we do to reduce knife crime and gang violence?</p> <p>Work Experience Preparation for the world of employment.</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>Formulating opinion 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 Analysis strategically consider what could/ should be done nationally to resolve the issue of addiction.</p>	<p>Formulating opinion 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>Formulating opinion Recall of key facts Explanation of why Human Rights are important Comparison and Consideration of a life without human rights Evaluation whose responsibility it is to ensure human rights are available for all Analysis strategically consider what can be done to promote human rights and how effective it will be.</p>	<p>Formulating opinion 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 whose responsibility it is to ensure we take care of the environment</p>



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							Analysis strategically consider what can be done to preserve the environment and how effective it will be.
ASSESSMENTS	<ol style="list-style-type: none"> 1. Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. 2. 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, demonstrating empathy towards others. 	<ol style="list-style-type: none"> 3. Progress Test focusing on the knowledge and skills covered from September until the date of the test. 	<ol style="list-style-type: none"> 1. Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. 2. 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, demonstrating empathy towards others. 	<ol style="list-style-type: none"> 3. Progress Test focusing on the knowledge and skills covered from September until the date of the test. 	<ol style="list-style-type: none"> 1. Oracy assessment – students will be assessed on either a presentation in class or a group discussion task. 2. 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, demonstrating empathy towards others. 	<ol style="list-style-type: none"> 3. Progress Test focusing on the knowledge and skills covered from September until the date of the test. 	



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