



Key stage 3 Curriculum Intent Overview

At Clarity Independent school, pupils are taught through a bespoke curriculum planned according to their individual needs and their academic ability for each subject area, allowing for knowledge and skills gaps to be addressed before moving on to their chronological age group. This means that pupils' learning plans will follow the year group planning that is relevant to their identified ability level for each subject, and not necessarily their chronological age.

To facilitate this, at Clarity we:

- have a Curriculum Intent plan that follows the National Curriculum for each Key Stage
- we follow a subject based approach for KS3 with cross-curricular links where relevant
- allow flexibility across the school and the curriculum for students to be taught in class groupings relevant to their academic age rather than their chronological age *[class teachers and subject leaders plan from the Whole School curriculum selecting the relevant areas for their class/individual pupils]*
- do not insist that pupils cover every aspect of the curriculum that is available to them *[to allow for space on the timetable for catch-up programmes and essential intervention programmes]*, though we ensure to provide a broad and balanced curriculum that incorporates the needs and the interests of the child
- prepare the pupils to work towards the qualifications pathway that is right for them

Subject:	KS3 English					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum adaptation for new students working 2 or more years below their chronological reading age.	Narrative Intervention Programme by Victoria L. Joffe 1. the concept of narratives, the use of language, communication and social interaction 2. Introducing the structure of narratives using a story planner 3. Exploring characterisation and identifying different appearances, feelings and behaviours of characters 4. Learning and identifying literary devices Evaluate own and others' stories					
Yr7	Coach Trip- writing non-fiction + assessment x6 lessons Moonfleet- reading pre 20thC fiction + assessment x5 lessons SPaG- Cake Crush Mats Autumn 1 Library unit: New Horizons Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day	Skellig (Alternative text: Holes) - reading contemporary fiction + assessment SPaG- Cake Crush Mats Autumn 2 Library unit: The Dewey Decimal System Seasonal activities: Remembrance Day, Christmas	Narrative Writing- writing fiction + assessment SPaG- Cake Crush Mats Spring 1 Library unit: The Internet Optional seasonal activities: Chinese New Year	History of English- understanding Language Context Poetry from around the world- reading poetry + assessment SPaG- Cake Crush Mats Spring 2 Library unit: Reading Techniques Optional seasonal activities: World Book Day, Easter	A Midsummer Night's Dream- reading Shakespeare + assessment x8 lessons SPaG- Cake Crush Mats Summer 1 Library unit: Author Research Optional seasonal activities: N/A	Literary Heritage- reading pre-20thC fiction + assessment x20 lessons SPaG- Cake Crush Mats Summer 2 Library unit: Reading for pleasure Optional seasonal activities: End of Term quiz

Yr8	<p>Dystopian fiction- writing fiction + assessment x3 lessons</p> <p>Sinister Stories: reading fiction + assessment x12 lessons</p> <p>SpaGtacular starters Activity pack</p> <p>Library unit: comprehensions</p> <p>Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day</p>	<p>The Picture of Dorian Gray- reading pre-20thC fiction + assessment x21 lessons</p> <p>SpaGtacular starters Activity pack</p> <p>Library unit: old favourites</p> <p>Optional seasonal activities: Remembrance Day, Christmas</p>	<p>KS3- Non-fiction: News writing- writing non-fiction + assessment x12 lessons</p> <p>SPaG focus: spelling</p> <p>Library unit: Pre-20th Century</p> <p>Optional seasonal activities: Valentine’s Day</p>	<p>Poisonous Poetry- reading pre-20thC poetry + assessment x15 lessons</p> <p>SPaG focus: punctuation</p> <p>Library unit: short stories</p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p>Black American Experiences in Literature- reading seminal world literature + assessment</p> <p>SPaG focus: grammar</p> <p>Library unit: Exploring sports</p> <p>Optional seasonal activities: N/A</p>	<p>Blood Brothers- reading 20thC play + assessment x6 lessons</p> <p>SPaG focus: sentences</p> <p>Library unit: Reading for pleasure</p> <p>Optional seasonal activities: End of Term quiz</p>
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<p>Yr9</p>	<p>Pop and Poetry- reading poetry + assessment x6 lessons</p> <p>Travel writing- writing non-fiction + assessment x3 lessons</p> <p>SPaG Samurai grammar unit</p> <p>Library unit: Aiming high</p> <p>Optional seasonal activities: Black History Month</p>	<p>Much Ado about Nothing- reading Shakespeare + assessment x3 lessons</p> <p>SPaG Samurai punctuation unit</p> <p>Library unit: study skills</p> <p>Optional seasonal activities: Remembrance Day, Christmas</p>	<p>Non-fiction writing: Whodunnit?- writing non-fiction + assessment x10 lessons</p> <p>SPaG Samurai spelling unit</p> <p>Library unit: News sources</p> <p>Optional seasonal activities: Valentine’s Day</p>	<p>Of Mice and Men- reading world literature + assessment x7 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Puzzles and codes</p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p>English Language fiction writing- writing fiction + assessment x10 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Non- fiction texts</p> <p>Optional seasonal activities: N/A</p>	<p>Non-fiction SOW- reading non-fiction + assessment x8 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Reading for pleasure</p> <p>Optional seasonal activities: End of Term quiz</p>
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Subject:	Maths					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	<ul style="list-style-type: none"> Analysing and displaying data Number skills 	<ul style="list-style-type: none"> Expressions, functions and formulae Decimals and measures 	<ul style="list-style-type: none"> Fractions and percentages Probability 	<ul style="list-style-type: none"> Ratio and proportion 	<ul style="list-style-type: none"> Lines and angles Sequences and graphs 	<ul style="list-style-type: none"> Transformations
Yr8	<ul style="list-style-type: none"> Number Area and Volume 	<ul style="list-style-type: none"> Statistics, graphs and charts Expressions and equations 	<ul style="list-style-type: none"> Real-life graphs Decimals and Ratios 	<ul style="list-style-type: none"> Lines and angles 	<ul style="list-style-type: none"> Calculating with fractions Straight-line graphs 	<ul style="list-style-type: none"> Percentages, decimals and fractions
Yr9	<ul style="list-style-type: none"> Indices and standard form Expressions and formulae 	<ul style="list-style-type: none"> Dealing with data Multiplicative reasoning 	<ul style="list-style-type: none"> Constructions Sequences, inequalities, equations and proportion 	<ul style="list-style-type: none"> Circles, Pythagoras and prisms 	<ul style="list-style-type: none"> Graphs Probability 	<ul style="list-style-type: none"> Comparing shapes

Subject:	Science					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	7A Biology: Cells, tissues, organs and systems 7E Chemistry: Mixtures and separation	7I Physics: Energy 7B Biology: Sexual reproduction in animals	7F Chemistry: Acids and alkalis 7J Physics: Current electricity	7C Biology: Muscles and bones 7G Chemistry: The particle model	7K Physics: Forces 7D Biology: Ecosystems	7H Chemistry: Atoms, elements and compounds 7L Physics: Sound
Yr8	8A Biology: Food and nutrition 8E Chemistry: Combustion	8I Physics: Fluids 8B Biology: Plants and reproduction	8F Chemistry: The periodic table 8J Physics: Light	8C Biology: Breathing and respiration 8G Chemistry: Metals and their use	8K Physics: Energy transfers 8D Biology: Unicellular organisms	8H Chemistry: Rocks 8L Physics: Earth and space
Yr9	9A Biology: Genetics and evolution 9E Chemistry: Making materials	9I Physics: Forces and motion 9B Biology: Plant growth	9F Chemistry: Reactivity 9J Physics: Force fields and electromagnets	9C Biology revision and projects 9G Chemistry revision and projects 9K Physics revision and projects	9D Biology transition to GCSE 9H Chemistry transition to GCSE	9L Physics transition to GCSE End of Year Test End of KS3 Tests

Subject:	Topic: History					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	The Norman Conquest	Religion in medieval Britain	The Crusades	The problems of Medieval Monarchs	The Black Death	Migration
Yr8	Challenges to the Catholic Church	The English Civil war	Changing ideas 1660 to 1789	The Slave trade	The British Empire	The industrial Revolution
Yr9	Getting the vote [British Democracy]	The First World War	Conflict in the 20 th Century	The Holocaust	The Middle East	What's the best way to bring about change?

[NB: Blue shaded cells = Key units of study. Grey shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Topic: Geography					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	Chap 1: Geography...and you	Chap 2: Maps and Mapping	Chap 3: About the UK	Chap 4: Glaciers	Chap 5: Rivers <i>+ Pupil Led Research project: Local water issues [eg. Chelmer River/ Thames Estuary]</i>	Chap 6: Africa Or Chap 7: Kenya
Yr8	Chap 1: Fieldwork and GIS	Chap 2: Population	Chap 3: Urbanisation	Chap 4: Coasts	Chap 5: Weather and Climate <i>+ Pupil Led Research project: Climate change</i>	Chap 6: Asia Or Chap 7: China
Yr9	Chap 1: From rock to soil	Chap 2: Living off Earth's resources	Chap 3: Earning a living	Chap 4: International development	Chap 5: Our restless planet <i>+ Pupil Led Research project: Saving our planet</i>	Chap 6: Russia Or Chap 7: The Middle East

[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Digital Literacy and Computing					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Yr7 ICT resources Centre for Computing Education DfE	Impact of technology: collaborating online respectfully Identifying how to use online collaboration tools respectfully. An introduction to the computing lab.	Networks: from semaphores to the internet Recognising networking hardware and explaining how networking components are used for communication.	Using media: gaining support for a cause Creating a digital product for a real-world cause.	Programming essentials in Scratch: part I Applying the programming constructs of sequence, selection, and iteration in Scratch.	Programming essentials in Scratch: part II Using subroutines to decompose a problem that incorporates lists in Scratch.	Modelling data: spreadsheets Sorting and filtering data and using formulas and functions in spreadsheet software. EXTN: Independent Pupil-led projects – related to Programming, Music composition or Team enterprise [cf: CPSCHE]
Yr8 ICT resources Centre for Computing Education DfE	Developing for the web: Using HTML and CSS to create webpages	Representations: from clay to silicon Representing numbers and text using binary digits	Mobile app Development: Using event-driven programming to create an online gaming app.	Media: vector graphics Creating vector graphics through objects, layering, and path manipulation.	Computing systems: Exploring the fundamental elements that make up a computer system.	Introduction to Python programming: Applying the programming constructs of sequence, selection, and iteration in Python.
Yr9 ICT resources Centre for Computing Education DfE	Python programming with sequences of data: Manipulating strings and lists. Creating a programming project.	Media: animations Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.	Data science: Using data to investigate problems and make real-world changes.	Representations: going audiovisual Representing images and sound using binary digits.	Cybersecurity: Identifying how users and organisations can protect themselves from cyberattacks.	Physical computing: Sensing and controlling with the micro:bit.

Subject:	Art					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	<p>Natural Forms 2D Drawings of various natural forms including leaves, horse chestnuts, shells, etc. Arts & Crafts Movement – William Morris pattern – tessellating, repeating.</p>	<p>Natural Forms 2D Students will learn about colour theory and the blending and mixing of colours in order to apply this knowledge to their designs – either clay leaves or later in the stylisation project. William Morris, Georgia O’Keefe.</p>	<p>Natural Forms 3D Students will complete a 3D tile with leaves that show their understanding of relief sculpture, composition, depth, form.</p>	<p>Natural Forms 3D - Stylisation Explain how paintings/ sculptures have been produced. - collage choice (Eugene Seguy).</p>	<p>African Art and Stylisation (cf; Geography Unit) Explore surface pattern textile printing and collagraph printing techniques.</p>	<p>Stylisation Students will create a homage to an artist or style (relating to the themes explored this term).</p>
Yr8	<p>Observational drawing skills Observational drawings in the style of Michael Craig Martin.</p>	<p>Observational paintings Students will build on painting skills learnt in Year 7 to create a painting based on Observational drawings in the first half of the term, in the style of Michael Craig-Martin.</p>	<p>Portraits Pupils will make observational portraits and self-portraits. Students will explore average facial proportions. Create a range of own mask design ideas and then develop one or more further – _3D mask designs.</p>	<p>Masks Students will study masks, where/how they originated, their uses and their artistic significance. Cultural – _masks, patterns, Aboriginal, Chris Offili, Yinka Shonibare</p>	<p>Surrealism/Hybrids Students will analyse Surrealism artists’ work critically and use their opinions to inform their own Artwork/designs. Create a range of ideas for hybrids and then develop one or more further – using a variety of sources – magazine/picture cuttings/collages.</p>	<p>Hybrids Using a range of materials, create a 3D Hybrid as a painting and as sculpture (selecting appropriate materials and evaluating material choices).</p>
Yr9	<p>Cubism Explore the work of Artists such as: Pablo Picasso, Georges Braque, Paul Gauguin</p>	<p>Self-Portraits Pupils will make observational portraits and self-portraits. Students will recap average facial proportions.</p>	<p>Pop Art 2D Explore the work of Artists such as: Wayne Thiebold, Andy Warhol</p>	<p>Pop Art 3D Explore the work of Artists such as: Class Oldenburg</p>	<p>Self -directed Project: Pop Art/Cubism/Surrealism. The project will be built up over the term and will include written studies, critiques, planning boards, preparation pieces and a collection of final pieces of work, including one large-scale painting or sculpture.</p>	

Subject:	Design and Technology					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7 <i>[cf: Art]</i>	<p>Natural Forms patterns: Sculptures (created and photographed) of various natural forms including leaves, horse chestnuts, shells, etc.</p> <p>Reflecting Arts & Crafts Movement: – William Morris pattern – tessellating, repeating.</p>	<p>Food safety and hygiene:</p> <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What does Food safety and hygiene good practise look like? - Why is this so important? - Plan and prepare simple Salads - Plan and prepare a simple Fruit salads 	<p>Natural Forms 3D Students will complete a 3D tile with leaves that show their understanding of relief sculpture, composition, depth, form.</p>	<p>Baking:</p> <ul style="list-style-type: none"> - Simple Biscuits - Brownies - Design and make ‘The ultimate biscuit/brownie’. 	<p>African Art and Stylisation (cf; Geography Unit)</p> <p>Explore surface pattern textile printing and collagraph printing techniques.</p>	<p>Cookery:</p> <ul style="list-style-type: none"> - What do Vegetarians and Vegans eat? - Why? - Research and evaluate meat/dairy/protein substitutes. - Plan, prepare and cook a simple vegetarian/vegan dish.
Yr8 <i>[cf: Art]</i>	<p>Food safety and hygiene:</p> <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What is Food safety and hygiene and good practise? Policy? Legislation? - Design and make ‘The ultimate sandwich’; then evaluate it for nutritional value, taste, sensory experience, value for money. 		<p>Baking:</p> <ul style="list-style-type: none"> - Cupcakes - Cakes - Cake decorating 	<p>3D Masks</p> <p>Students will create a mask from their own design.</p>	<p>Cookery – Healthy eating:</p> <ul style="list-style-type: none"> - Research and evaluate popular diets and diet trends (for nutritional value, taste, sensory experience, value for money). 	<p>Hybrids</p> <p>Using a range of materials, create a 3D Hybrid as a sculpture (selecting appropriate materials and evaluating material choices).</p>

	[Option to complete Food Safety and hygiene Level 1 certificate.]				- Plan, prepare and cook a balanced “healthy option” meal.
Yr9 <i>[cf: Art]</i>	Food safety and hygiene: <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What is Food safety and hygiene and good practise? Policy? Legislation? - Prepare simple starters - Design and make ‘The ultimate starter’ then evaluate it for nutritional value, taste, sensory experience, value for money. [Option to complete Food Safety and hygiene Level 2 certificate.]	Self-Portraits Pupils will make observational portraits and self-portraits. Students will recap average facial proportions.	‘Free-from’ Baking: <ul style="list-style-type: none"> - Research and evaluate common food allergies. - Research and evaluate ‘free-from’ options of biscuits/cakes/ desserts which are free from sugar, gluten, soya, Dairy or eggs. Evaluate them for nutritional value, taste, sensory experience, value for money. - Make an allergen-friendly dessert (choose one allergen/intolerance to avoid). 	Pop Art 3D Explore the work of Artists such as: Class Oldenburg	Self-directed Project: Option A: Pop Art/Cubism/Surrealism. The project will be built up over the term and will include written studies, critiques, planning boards, preparation pieces and a collection of final pieces of work, including one large-scale painting or sculpture. OR Option B: Plan, prepare and serve a 3-course meal for a small group of guests. The project will be built up over the term and will include planning boards, menu design, event planning and costing and shopping, food preparation and a 3-course meal served to a small group of invited guests.

[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	PE <i>[*NB: Some pupils have Swimming lessons and Occupational Therapy programmes in addition to/instead of PE lessons.]</i>					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	Outwitting opponents: Invasion games <ul style="list-style-type: none"> - Football - Handball - basketball 	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: Net/wall games <ul style="list-style-type: none"> - Badminton - Tennis - volleyball 	Outwitting opponents: Striking and fielding <ul style="list-style-type: none"> - rounders/softball - cricket 	Performing at maximum levels: athletics	Identifying and Solving problems: Overcoming challenges – land based
Yr8	Outwitting opponents: Invasion games <ul style="list-style-type: none"> - Football - Handball - basketball 	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: <ul style="list-style-type: none"> - Net/wall games - Badminton - Tennis - volleyball 	Outwitting opponents: Striking and fielding <ul style="list-style-type: none"> - rounders/softball - cricket 	Performing at maximum levels: athletics	Identifying and Solving problems: Overcoming challenges – Tactical land-based [Orienteering]
Yr9	Outwitting opponents: Invasion games <ul style="list-style-type: none"> - Football - Handball - basketball 	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: Net/wall games <ul style="list-style-type: none"> - Badminton - Tennis - volleyball 	Performing at maximum levels: <ul style="list-style-type: none"> - golf 	Performing at maximum levels: <ul style="list-style-type: none"> - athletics 	Identifying and Solving problems: Overcoming challenges – water - based

Subject:	Music					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	Music and me	Keyboards	Emotive Music [film soundtracks]	African Drumming	Carnival of animals	Band Breakout
Yr8	Folk Music	The Blues	Structure and Composition	Class Playlist	Classical Music	Salsa
Yr9	Indian Music	In at the deep end	Song writing	Solo Performance	Film Music	Class Concert

Subject:	CPSHE & RSE [Citizenship, Personal, Social, Health Education & Relationships and Sex Education]					
	Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Lower KS3 SEND <i>(optional lesson substitutions)</i>	Health and Wellbeing1:	Living in the Wider World 1:	Relationships and Sex Education (RSE) 1:	Health and Wellbeing2:	Living in the Wider World 2:	Relationships and Sex Education (RSE) 2:
	<ol style="list-style-type: none"> 1. Healthy lifestyle 2. Personal hygiene 3. Dental and oral hygiene 4. Keeping healthy 	<ol style="list-style-type: none"> 1. Identity 2. Diversity 	<ol style="list-style-type: none"> 1. Bullying 2. Bullying or banter 	<ol style="list-style-type: none"> 1. Body Image 2. Alcohol 		<ol style="list-style-type: none"> 1. Safe relationships 2. Social media (FOMO)
Yr7 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing1: Healthy living	Living in the Wider World 1: Aspirations & Self-awareness	Relationships and Sex Education (RSE)1: Relationships, Identity, and safety	Health and Wellbeing2: Puberty, Emotional Health & Wellbeing	Living in the Wider World 2: Finance and budgeting	Relationships and Sex Education (RSE) 2: Relationships and British citizenship
	<ol style="list-style-type: none"> 1. What do we mean by a 'healthy lifestyle'? Healthy Living Introduction 2. How can I keep a balanced diet? Healthy meals, food groups and nutrition. 3. How do I know if I'm eating healthily? Reading 	<ol style="list-style-type: none"> 1. Aspirations: Being an aspirational student; How can we be resilient and face challenges? 2. The importance of self-esteem 3. What are wants and needs and why do we need 	<ol style="list-style-type: none"> 1. Maintaining genuine friendships and avoiding toxic ones 2. Families and different long-term commitments (The Marriage and Civil Partnership) 	<ol style="list-style-type: none"> 1. How can we keep good mental health and recognise symptoms of depression? 2. Emotional Literacy – How can I control my anger? 3. Puberty – what can I expect, what's normal and why does it happen? 	<ol style="list-style-type: none"> 1. What is budgeting? 2. How can I create a personal budgeting plan? Pt1 3. How can I create a personal budgeting plan? Pt2 4. What are savings, loans and interest rates? Money management continued 	<ol style="list-style-type: none"> 1. How can we keep safe and positive relationships? 2. What does it mean to be a British Citizen? Pt 1 3. What does it mean to be a British Citizen? Pt 2

	<p>our food labels and recognising dangers</p> <ol style="list-style-type: none"> 4. What are the consequences of not living healthily? 5. What's the big deal about energy drinks? 6. How can I commit to a healthy life? Living a healthy, active life and exercising. 7. Why is smoking so bad for us and why must we try to avoid second hand smoke? 8. How dangerous are drugs and what are the different types? 	<p>to know the difference?</p> <ol style="list-style-type: none"> 4. Being ethical consumers: How can we shop ethically? 5. Prejudice and Discrimination: Racism and Stereotypes 6. Keeping safe online: Safe social media 	<p>(Minimum Age Act 2022) what are the different types and does it matter what kind of family I have? Pt1</p> <ol style="list-style-type: none"> 3. Families and different long-term commitments (marriage / civil partnerships) what are the different types and does it matter what kind of family I have? Pt2 4. Romance, love, new feelings and teen relationships 5. Bullying or banter – what is and what isn't acceptable? 6. How can we prevent online bullying? 	<ol style="list-style-type: none"> 4. Periods, the menstrual cycle and PMS – what do I need to know? 5. FGM – what is it, why is it so serious and what can we all do to help? 6. H&W Assessment 	<ol style="list-style-type: none"> 5. What are financial products? 6. What are the different kinds of financial transactions? 7. WW Assessment 	<ol style="list-style-type: none"> 4. What is online radicalisation and why is it a problem? 5. RSE Assessment
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Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr8 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing1: My Goals, Behaviour and Emotions	Living in the Wider World 1: Discrimination, Prejudice and Challenges	Relationships and Sex Education (RSE)1: Sex, Relationships & Conflict	Health and Wellbeing2: Looking after our health	Living in the Wider World 2: Careers & Finance	Relationships and Sex Education (RSE) 2: Prejudice, Values, Extremism & Cults
	<ol style="list-style-type: none"> 1. Self Confidence and Goals 2. Personal Development and Target Setting 3. Managing my behaviour to achieve 4. Emotional Literacy: Self Awareness 5. Mindfulness 	<ol style="list-style-type: none"> 1. Stereotypes and Prejudice: 2. Homophobia – LGBT discrimination around the world 3. Discrimination and Stereotypes: Teenagers 4. How can we avoid online groomers? 5. Environmental Issues 	<ol style="list-style-type: none"> 1. Consent 2. Contraception 3. The dangers of pornography 4. Sexting and image sharing danger 5. Sexually Transmitted Infections 6. Male body image 7. Domestic conflict <p>*Additional lesson for 2022/2023: The Marriage and Civil Partnership (Minimum Age) Act 2022 – pupils to be made aware of the change in the minimum age (now 18yrs) and what this means.</p>	<ol style="list-style-type: none"> 1. Vaping, Nicotine and Addiction 2. Cancer Awareness 3. Personal Safety and First Aid 4. Teenage Pregnancy 	<ol style="list-style-type: none"> 1. Finance: Income and Expenditure 2. Finance: Tax and National Insurance 3. How tax is spent – public money funding the UK 4. Finance: Budgeting and Saving 5. Careers Skills: Entrepreneurs 6. Careers Skills: Teamwork 7. Careers: Communication Skills 	<ol style="list-style-type: none"> 1. British values: Tolerance 2. Extremism and Radicalisation: Who are the ‘Radical’ groups and who do they target? 3. Extremism and Radicalisation: Where does extremism come from? 4. Cults: How do leaders attract converts? 5. Extremism: Sharia Law 6. Preventing Radicalisation & Extremism 7. Prejudice and Discrimination: Religion

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr9 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing pt1: Citizenship & Behaving to Achieve	Living in the Wider World 1: Finance & Careers	Relationships and Sex Education (RSE): Relationships with others and ourselves	Health and Wellbeing pt2: Health & Personal Safety	Living in the Wider World 2: Careers & Enterprise	Citizenship: Rights and Responsibilities
<ul style="list-style-type: none"> The Marriage and Civil Partnership (Minimum Age) Act 2022 	<ol style="list-style-type: none"> Behaving to achieve – why do we have rules in the classroom? Human rights: access to education Interpersonal skills Discrimination and the Equality Act 2010 Growth mindset Coping with stress Managing anxiety Selfie safety 	<ol style="list-style-type: none"> How can we keep financially savvy and avoid debt? How can I successfully manage my money? Consumers and the Law – what are my rights? Employability – Applying and preparing for the world of work. <p>*The Big Careers Quiz</p>	<ol style="list-style-type: none"> Eating Disorders Body Image Child Sexual Exploitation Abusive Relationships Peer Pressure British Community, Religion and Culture British Values: Identity <p>*Additional lesson for 2022/2023: The Marriage and Civil Partnership (Minimum Age) Act 2022 – pupils to be made aware of the change in the minimum age (now 18yrs) and what this means.</p>	<ol style="list-style-type: none"> Alcohol awareness Drugs and the Law Vaccinations, organ and blood donation stem cells and hygiene pt1 Vaccinations, organ and blood donation stem cells and hygiene pt2 Acid attacks Self-Harm 	<ol style="list-style-type: none"> Taking control of my future Work skills, enterprise and the work environment What exactly is enterprise and what are enterprising skills and qualities? Enterprise and workplace skills and characteristics <p>*A pupil led enterprise project – linked to a school/community event or charity.</p>	<ol style="list-style-type: none"> Who are UNICEF and how do they help around the world? Human rights: trafficking How and why does the UK help people in other countries? What is sustainability and how can we personally live in a more sustainable way? How does the law deal with young offenders?

						6. Why do teens get involved with knife crime and what are the consequences?
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*NB: Please note the following changes to British Law:

The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023. Under the previous law, people could legally enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The 2022 Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

This Act also extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.

Marriage and forced marriage are taught as part RSE (Relationships and Sex Education) and will, therefore, now include the Marriage and Civil Partnership (Minimum Age) Act 2022. **For school year 2022-2023**, this will be taught within each KS3 year to ensure all pupils are informed.

Subject:	RE					
Year/Term	Autumn		Spring		Summer	
Additional Religious festivals to celebrate	YOM KIPPUR (JUDAISM) NAVARATRI (HINDUISM)	DIWALI (HINDUISM/ BUDDHISM, SIKHISM) CHRISTMAS (CHRISTIANITY)	SHIVRATRI (HINDUISM) LUNAR NEW YEAR (BUDDHISM)	RAMADAN (ISLAM) LENT (CHRISTIANITY) EASTER/PASCHA (CHRISTIANITY)	EID AL-FITR (ISLAM) p108 SHAVUOT (JUDAISM)	SRI KRISHNA JAYANTI (HINDUISM)
Year 7	<p>Unit: Thematic study Learning outcomes This thematic study will help students to be able to:</p> <ul style="list-style-type: none"> compare features of religions analyse religious themes evaluate the importance of religion in the modern world. <p>Unit topics:</p> <ol style="list-style-type: none"> Development of religion Finding the major world religions Connections between the major religions Symbolising the religions What religions share 1 & 2 What religions share 3 why religion is important in the world 	<p>Unit: Christianity Learning outcomes This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that influence behaviours explore and present different points of view <p>Units: Life of Jesus:</p> <ol style="list-style-type: none"> Birth Miracle worker Teacher Celebrations in Christianity: Christmas 	<p>Unit: Islam Learning outcomes This study of Islam will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Islam understand that Islam is a religion of duty explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Islam in the UK today Key beliefs- Tawhid, Risalah and Akhirah Life of Muhammad 1 & 2 The development of Islam into a worldwide religion Different groups of Muslims- Sunni, Shi'a and Sufi The holy book of Islam The mosque around the world 	<p>Unit: Islam Learning outcomes This study of Islam will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Islam understand that Islam is a religion of duty explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Leadership in Islam The 5 Pillars- daily life as a Muslim The 5 Pillars- a year in the life of a Muslim The 5 Pillars- experience of Hajj Symbolism in Islam and Islamic artwork The Muslim moral code A religion of giving 	<p>Unit: Judaism Learning outcomes This study of Judaism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Judaism analyse and evaluate what is important to Jewish people explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Judaism in the world today Different groups of Jewish people Key beliefs Key principles of living The holy books of Judaism A life of study The synagogue (Ext: Leadership on Judaism) 	<p>Unit: Judaism Learning outcomes This study of Judaism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Judaism analyse and evaluate what is important to Jewish people explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Founding fathers- Abrahan Founding fathers- Moses Celebrations in Judaism- Pesach Judaism in daily life The Jewish home and family Symbolism in Judaism The Jewish moral code (Ext. Celebrations in Judaism- Sukkot)
Year 8	Unit Buddhism.	Unit Christianity	Unit: Hinduism,	Unit: Hinduism	Unit: Sikhism,	Unit: Sikhism.

	<p>Learning outcomes This study of Buddhism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Buddhism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics::</p> <ol style="list-style-type: none"> The life of Buddha 1 & 2 Different groups of Buddhists Basic beliefs 1 & 2 Buddhist scriptures The Sangha and monastic life The temple around the world Buddhist daily life and moral code (Ext: Significant places, Symbolism and Celebrations) 	<p>Learning outcomes This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that influence behaviours explore and present different points of view <p>Unit Key beliefs:</p> <ol style="list-style-type: none"> Man of peace or conflict? Death and resurrection Trinity Two great commandments 	<p>Learning outcomes This study of Hinduism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Hinduism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Hindu beliefs about God Key beliefs- karma and rebirth Hindu scriptures Features of Hindu temples Worship at the temple A Hindu home for worship 	<p>Learning outcomes This study of Hinduism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Hinduism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> The 4 stages of life in Hinduism Symbolism in Hinduism Different groups of Hindus Significant places for Hindus The Hindu moral code Celebrations in Hinduism 	<p>Learning outcomes This study of Sikhism will help students to be able to:</p> <ul style="list-style-type: none"> recognise the importance to Sikhism of the Gurus – the Ten Gurus and the Guru Granth Sahib understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Key beliefs The first Guru- Guru Nanak The 10th Guru- Guru Gobind Singh Becoming Khalsa Sikh The gurdwara Sikh worship 	<p>Learning outcomes This study of Sikhism will help students to be able to:</p> <ul style="list-style-type: none"> recognise the importance to Sikhism of the Gurus – the Ten Gurus and the Guru Granth Sahib understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> The authority of the Guru Granth Sahib Key people within the Sikh community Living as a Sikh Sewa- service to others Significant places- Amritsar Celebrations in Sikhism
Yr9	<p>About the unit Christianity Learning outcomes This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity 	<p>About the unit Christianity Learning outcomes This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity 	<p>About the unit Ethics Learning outcomes This study of Ethics will help students to be able to:</p> <ul style="list-style-type: none"> describe some of the issues faced in today's world understand that beliefs influence 	<p>About the unit Ethics Learning outcomes This study of Ethics will help students to be able to:</p> <ul style="list-style-type: none"> describe some of the issues faced in today's world understand that beliefs influence 	<p>About the unit philosophy This unit gives students a first opportunity to study philosophy This study of Philosophy will help students be able to:</p> <ul style="list-style-type: none"> reason logically present cogent arguments evaluate arguments. 	<p>About the unit philosophy This unit gives students a first opportunity to study philosophy This study of Philosophy will help students be able to:</p> <ul style="list-style-type: none"> reason logically present cogent arguments

	<ul style="list-style-type: none"> understand the beliefs that influence behaviours explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Christianity in the UK Christian moral code How Christianity has changed- Protestantism A worldwide religion The ecumenical movement 	<ul style="list-style-type: none"> understand the beliefs that influence behaviours explore and present different points of view <p>Unit: Symbolism and expressions of faith:</p> <ol style="list-style-type: none"> The authority of the Bible The Gospels Christian places of worship Leaders of the Church Public worship Private worship Symbolism in Christianity 	<p>attitudes and behaviours</p> <ul style="list-style-type: none"> explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> What is ethics? Is there any law that should not be broken? The sanctity of life Environmental ethics Animal rights, human wrongs? Drugs and religion 	<p>attitudes and behaviours</p> <ul style="list-style-type: none"> explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Medical ethics Is everyone equal? Attitudes to poverty Attitudes to the victims of natural disasters Has religion passed its sell-by date? Is sport like a religion? 	<p>Unit topics: Arguments for the existence of God...</p> <ol style="list-style-type: none"> from design from first cause from morality Arguments against existence of God 	<ul style="list-style-type: none"> evaluate arguments. <p>Unit topics:</p> <ol style="list-style-type: none"> The problem of evil and suffering Ideas of immortality Miracles Revelation
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In addition to the above subjects taught on a regular basis, students will also have the opportunity to explore other subjects planned according to the individual needs and interests of the student/s and delivered by specialists in those areas through 1:1 programmes, small group interventions or workshops and events [such as Business Enterprise week, Music lessons (Peripatetic Guitar lessons are currently provided for those pupils that have requested them), Computing, and careers programmes] and focussed blocks of learning [such as languages; a block of Drama lessons; Design and Technology lessons; Cookery; Bushcraft and Outdoor Learning Activities; Leadership and Life skills lessons, swimming and enrichment activities]. This will give students the opportunity to explore subjects they may not have experienced before so that they can explore their potential skills and future career paths, to initiate their interests in a wider variety of subjects and to support planning for KS4 and Post-16 studies.