








Year 9 Curriculum Plan - Cornerstone

H/T Focus	What Students Already Know	Individual Lesson Objectives	Golden Knowledge	Why are students learning this now?	Transferable Knowledge and skills	Key Vocabulary	Link to Statutory Guidance	Link to Faiths, Beliefs and Cultures	Safeguarding Signposts	QA and Assessment	Complementary activities
ALL	Baseline assessment	To establish what students already know.								Baseline assessment - on tracker so that lessons can be adapted as appropriate.	
 Wider World  British Values, Role of Government, the Equality Act	Students have an understanding of British Values from middle school. Students are aware of diversity and have been exposed to different cultures in middle school.	<p>To establish safe groundrules and effective discussion rules as a class.</p> <p>To understand what 'values' are. To be able to identify key British Values and to be able to give examples of these. To understand how key British Values are respected in school.</p> <p>To understand how governments are chosen and what role governments play in making laws.</p> <p>To understand the discussion around voting age. To learn the history of voters' rights. To consider the pros and cons around lowering the voting age.</p> <p>To understand the Equality Act. To identify the Equality Act as an extension of British Values. To understand how the Equality Act is respected in school.</p> <p>To consolidate learning from this half term.</p>	<ul style="list-style-type: none"> To know that the British Values are: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty and to understand the meaning of these <ul style="list-style-type: none"> To know how key British Values are respected and taught in school To know the key terms monarchy, oligarchy, autocracy, theocracy and democracy To understand that Britain is a constitutional monarchy and what this means for law making <ul style="list-style-type: none"> To know that the voting age is 18 To understand arguments for and against the voting age being lowered to 16 To know that the Equality Act (2010) is a law by which everyone must abide To know that the Equality Act (2010) lists nine protected characteristics: Age, Sex, Marital status, Pregnancy, Race and Ethnicity, Sexual Orientation, Gender Reassignment, Disability, and Religion or Belief To understand how the Equality Act and British Values are linked 	Introducing pupils to the morals and values of Shelley College as new students.	Understanding of voting and political knowledge of governments. Preparation for entering a diverse society post-16. Preparation for working with others and celebrating difference. Understanding of British Values.	British Values, Rule of Law, Democracy, Respect and Tolerance, Individual Liberty, Equality, Equity, Barriers, Monarchy, Oligarchy, Autocracy, Theocracy, Law-making, Legal System, Common Law	<p>British Values: All</p> <p>SMSC: Moral - recognise right and wrong, respect the law and understand consequences.</p> <p>RSE: How to be respectful of others and celebrate differences. How to be respectful in relationships, including friendships, with people from different cultures, religions, genders, and sexual orientations.</p> <p>Safeguarding: Supporting the school's safeguarding ethos of 100% respect and the guidance this is based on.</p>	During study of theocracy, recapping ideas about Christianity and Islam in place. During study of different governments, recap of different religious governments around the world. During study of Equality Act, links to respect for different faiths and cultures. During study of British Values, links to the diversity of British society.	Staff must be aware of PREVENT and the signs of extremism which may come out during discussions around different forms of government. Staff must also be aware of interactions in class around the Equality Act and report appropriately.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1</p>	PD Morning - PREVENT, Assembly - Racism and Equality Act English - democracy and human rights (revisited in Y10)
 Health and Wellbeing	Students have an understanding of healthy lifestyles, the importance of exercise, and self-hygiene from middle school. Students may be able to evaluate their strengths and weaknesses, and may have an understanding of healthy coping strategies.	<p>To reflect on who you are as a person - including your strengths and values - and how these have developed throughout your life.</p> <p>To recognise and manage internal and external influences on your self-image. To understand that media (including online) portrays idealised and artificial ideas of life, bodies, and success.</p> <p>To learn and practise strategies to help build resilience to negative opinions, judgements and comments. To learn strategies to promote wellbeing and boost mood.</p> <p>To recognise and manage choices about healthy lifestyles, both positive and negative, and to understand what influences these.</p> <p>To recognise when you, or others, need help with mental health or wellbeing. To know how to get support and when to access help.</p> <p>To consider the impact that self-concept and body image may have on you or your peers. To learn and practise ways to maintain or create a positive relationship with yourself.</p> <p>To celebrate the differences between individuals. To recognise that we are all unique. To consolidate learning from this term.</p>	<ul style="list-style-type: none"> To know my strengths and values. To know how to recognise and manage internal and external influences on self-image. To know that media (including online) portrays idealised and artificial ideas of life, bodies, and success. To know strategies to help build resilience to negative opinions, judgements and comments. To know strategies to promote wellbeing and boost mood. To know how to use the 'worry tree' to alleviate unnecessary worry. To know how to recognise and manage unhelpful thoughts, including catastrophising. To know what factors influence healthy lifestyles, both positive and negative. To know how to recognise when they might need help with mental health or wellbeing. To know how to get support and when to access help. To consider the impact that self-concept and body image may have on young people. To know that it is important to celebrate the differences between individuals. 	Revisiting healthy lifestyles learning from middle school, plugging gaps and encouraging students to involve themselves in personal development offers at school. Our students struggle with resilience and mental health is one of the main reasons for CPOMs referrals, so it is important that this is delivered early in the year.	Understanding of self, developing self-awareness. Building resilience and learning to be kind. Resilience to online influences, including social media.	Personal Strengths, Personal Values, Identity, Self-concept, Internal, External, Influence, Bias, Artificial, Idealised, Diversity, Difference, Body Type, Eating Disorder, Dysmorphia, Cyberbullying, Bullying, Stigma	<p>British Values: Respect and Tolerance, Social</p> <p>SMSC: Moral.</p> <p>RSE: How to be respectful of others and celebrate differences. How to create a positive self-image.</p> <p>Safeguarding: Insulating pupils from body-image issues including eating disorders.</p>	During discussion of body image, students learn about how body image changes over time and depending on cultures. During discussion of body image, students learn about the 'ideal' body type and how this may be different based on cultures. Students also learn about modest dress in various religions when learning about external influences on body image.	Staff must be aware of the signs of depression, anxiety and poor mental health which may come out during discussions. Staff must be knowledgeable about the online risks and ideas of idealised online lifestyles. Staff must maintain vigilance when teaching about body image, and be aware that they must not teach students how to harm themselves accidentally when describing what self-harm and eating disorders are.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1</p>	Assembly - Use of protein powder and steroids. Assembly - Celebrating diversity in school. Assembly - Mental Health Awareness. PE - what are healthy lifestyles? Science - impact of exercise on physical health.
 Next Steps Creating long-term plans, making decisions and working towards goals.	Students have an understanding that they will choose GCSEs in some subjects. Students know how to assess their own strengths and weaknesses. Students will have received feedback from teachers about strengths and weaknesses in subjects through monitoring and parents' evenings.	<p>To understand the different pathways available for GCSE, what choices you have to make, and how the choices work.</p> <p>To assess your own strengths across the range of subjects. To understand how to prioritise subjects.</p> <p>To establish interests in future career paths. To recognise a wide range of careers and to understand how current interests can lead to future careers.</p> <p>To make decisions about future career paths and options.</p> <p>To understand how to work towards a goal. To recognise how goal-setting and long-term-planning can help improve success. To set goalposts and milestones to get to your chosen career.</p> <p>To learn strategies to deal with set-backs, life-changes, or other barriers to achieving your goals. To develop resilience and adaptability.</p>	<ul style="list-style-type: none"> To know what pathways are available for GCSE To know my strengths across my subjects. To know what I value in future careers, including what careers might be best for me. To know how to establish a SMART goal To know how to be resilient to set-backs To know how to use the 'worry-tree' to alleviate unnecessary worry. To know how my options choices might affect my choices at A level and in the future To know how to make a pros and cons list in order to help make a decision 	Students choose their options next half term, and need to be prepared for this with good, impartial careers guidance. They need to understand how their options choices will impact them in the future.	Setting long-term goals and prioritisation. Building resilience and adaptability. Understanding the steps it takes to achieve goals. Timely understanding of post-16 options.	Long-term, Short-term, Options, Pathway, Post-16, University, College, Apprenticeship, Set-backs, Milestones, Goalposts, Careers	<p>Careers: To learn about different types of work and post-16 options</p> <p>GATSBY benchmarks.</p> <p>SMSC: Social - to reflect on individual skills and to develop written and verbal communication skills.</p>	Students will return to this when learning about the eightfold path later this year, considering 'Right Livelihood' and whether this is an important value for them.	Staff must be aware that some students will find discussing their future careers and pathways more challenging than others. Staff must know and look out for the signs of anxiety and stress in young people, and report as appropriate.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2</p>	Assembly - Options Fair Advisor Drop-ins Activities in lessons for options subjects
 Relationships Healthy Relationships (including friendships, online and offline).	Students have an understanding of tolerance and respect. Students understand bullying and its impact on mental health and self-concept. From middle school and biology, students understand what STIs and some risks associated with it including unwanted pregnancy and STIs. From middle school, students also understand the basic elements of a healthy relationship.	<p>To revisit different types of relationships, including those within families, friendships, romantic and intimate relationships. To understand the indicators of positive, healthy relationships and unhealthy relationships, including online. To recognise that sexual attraction and sexuality are diverse.</p> <p>To clarify and develop personal values in friendships, love and sexual relationships. The importance of trust in relationships and the behaviours that can undermine or build trust.</p> <p>To further develop understanding of the qualities and behaviours you should expect and exhibit in a wide variety of positive relationships, including online. To understand the legal and ethical responsibilities people have in relation to relationships online, including the sending of images and 'sexting'.</p> <p>To understand what pressure, coercion and manipulation are, including online. To understand warning signs of abusive behaviours. To recognise how to gauge readiness for sexual intimacy, and the law surrounding sex.</p> <p>To create a guide to healthy relationships, consolidating the learning from this half term.</p>	<ul style="list-style-type: none"> To know that different types of diverse relationships, including LGBTQ+ relationships, are protected under the law, and to know the appropriate terminology for these. To know what my personal values are in relationships. To know what makes a relationship healthy or unhealthy To know the signs of coercion, pressure, and manipulation in friendships and relationships. To know that the age of consent is 16. To know that sexting, including sending nude images, is illegal under the age of 18 	Students now have good relationships with their form tutors and each other, and are able to discuss any serious or embarrassing topics.	Understanding of sexual health. Building a deeper understanding of protected characteristics, including LGBTQ+ identities. Building resilience to peer pressure. Understanding of peer on peer abuse and sexual abuse, knowing where to report this and what the law says. Timely preparation for future intimate activity. Staying safe online.	Intimate, Sexual attraction, Sexuality, Gender, Transgender, Non-Binary, LGBTQ+, Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, Umbrella, Pressure, Coercion, Manipulation, Sexting,	<p>SMSC: Moral and social.</p> <p>British Values: Respect and Tolerance, Rule of Law</p> <p>RSE: How to be respectful of others and celebrate differences. Sexual health.</p> <p>Safeguarding: Insulating pupils from risky choices. Peer on peer abuse. Sexual abuse.</p>	When learning about different sexualities, students will consider religious and non-religious points of view. When learning about personal values in friendships, love, and sexual relationships students will consider religious and non-religious worldviews.	Staff must be aware that some students will find discussing this embarrassing, and skilfully deliver the topics to ensure that students feel comfortable talking about them. Staff must know and look out for the signs of exploitation and report as appropriate. Staff must clearly signpost where students can get help if they are concerned about themselves or their friends. Staff must report any concerns about inappropriate sexual behaviour via CPOMs.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1</p>	PD Morning - respectful relationships Science - pregnancy and STIs English - stories with LGBTQ+ characters
 Wider World Core RS: What can I learn from the Dharmic religions?	Students have an understanding of the 6 world religions from middle school. Students understand the importance of respecting different faiths and cultures. Students have good knowledge of Christianity, Islam and Judaism from middle school.	<p>To understand what the Dharmic faiths are and where they originate from.</p> <p>To understand the core theology of Hinduism, including its concept of God and morality.</p> <p>To understand the core theology of Buddhism, including its concept of God and morality.</p> <p>To understand the core theology of Sikhism, including its concept of God and morality.</p> <p>To understand how different religions, including the Dharmic faiths, celebrate rites of passage, and why.</p> <p>To understand how different religions, including the Dharmic faiths, approach ideas about life and death, and why.</p>	<ul style="list-style-type: none"> To know that the Dharmic faiths originate in India To know that followers of the Dharmic faiths are diverse in belief and place To know that Hinduism is the oldest world religion To know that Hindus worship Brahma, using the avatars of Vishnu, Shiva and Brahma To know that Buddhism was founded by Siddhartha Gautama To know that Buddhists do not believe in a specific God To know how that Buddhists follow the threefold way and the eightfold path To know that Sikhism was founded by Guru Nanak To know that Sikhs believe in Wahe Guru To know how Sikhs measure a good life To know the key rites of passage in the 6 world religions To know what the 6 world religions believe about life after death 	Students need to build on their understanding of religion from their Religious Studies lessons, developing their knowledge of the Dharmic faiths. At this point in the year, students have already learnt about conceptions of God and ideas about the value of life in their Religious Studies lessons. They now need to develop this to understand the same concepts in the Dharmic Faiths.	Understanding of different faiths and cultures helps to foster tolerance, preparing our students to live in diverse modern Britain. Pupils will also be able to reflect on their own beliefs, for example considering ideas like Right Livelihood, Right Thought, and Right Action to consider their own conceptions of morality.	Dharmic, Hinduism, Brahma, Vishnu, Shiva, Brahman, the Trimurti, Buddhism, the Tripitaka, Eightfold path, Threefold way, Karma, Nirvana, Reincarnation, Sikhism, Waheguru, Guru Nanak, Ik Onkar, 5 K's, Mukti, Rites of Passage	<p>British Values: All</p> <p>SMSC: Social, Moral, Spiritual</p> <p>RSE: How to be respectful of others and celebrate differences.</p> <p>Core Religious Studies</p> <p>Safeguarding: Supporting the school's safeguarding ethos of belonging by ensuring that students of Dharmic faith are understood by their peers, and feel included and represented in their lessons.</p>	This is part of statutory RS and therefore links directly to understanding of Faiths, belief and culture. The module is designed to ensure that students remember their knowledge of the Dharmic Religions from middle school.	Staff must know and be aware of right-wing viewpoints during this module and report as usual. Staff must be mindful when delivering the life after death lesson and put in place appropriate safeguards for students who may struggle with this topic due to recent loss.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 1</p>	PD Morning - visitors from Dharmic faiths (Bradford Interfaith Council) Religious Studies - Value of Life module Assembly - Diwali
 Skills for Life My online presence.	Students have an understanding of safe use of the internet from middle school. Students have an understanding of how the media can impact their self-concept through HT2 learning. Some students may be aware of the risks of social media.	<p>To understand what makes up your online presence, including and beyond social media.</p> <p>To understand how your data is used and how to protect it. To understand what confidentiality is, when and where it applies, and the legality surrounding data.</p> <p>To understand how employers and admissions staff can access your online profiles. To recognise and manage online legacies of friendships and relationships.</p> <p>To recognise the risks and benefits of the internet and social media. To revisit how social media can impact self-concept. To understand how to use the internet and social media in safe ways in order to manage risks.</p> <p>To understand that other internet and social media users may misuse platforms to spread misinformation. To be able to recognise misinformation. To understand how misinformation spreads.</p> <p>To understand the legality around cyberbullying and cybercrime. To know how to report instances of cyberbullying and cybercrime.</p>	<ul style="list-style-type: none"> To know my actions online are subject to the laws that govern our country. To know how my data is used online To understand what an algorithm is and how algorithms impact my online experience To know what misinformation is and how it might affect my worldview To know how my actions online might affect my future employability To know the impact of cyberbullying To know that scams and frauds are prevalent online and to know how to spot these To know that the internet can impact my self-concept To know that pirating is illegal, and is a cybercrime. 	Students have learnt about various elements of online behaviour in their IT lessons. They now need to apply this to their learning this year in Cornerstone, consolidating their learning about relationships, respect and tolerance, and self image to understand how this learning applies to the online world.	Developing digital literacy for students is essential for their future. Understanding of data and confidentiality helps them to protect their data and apply confidentiality laws in future employment. Understanding of how their online presence could affect future employment reduces risk of future regret.	Digital literacy, safety, data, cookies, data management, confidentiality, storage, legacy, security, online security, social media, profile, followers, misinformation, cyberbullying, cybercrime, scam, fraud, pirating, illegal download, monitoring	<p>Safeguarding: Staying safe online</p> <p>Careers: Preparation for future applications through appropriate use of social media</p> <p>SMSC: Social, Moral</p>	Students will return to their learning about 'Right thought' and 'Right action' in Buddhism when considering how to behave online. Students will return to their learning about respecting and tolerating other faiths, beliefs and cultures when considering the right and wrong things to post online.	Staff must know and be aware of the laws around online behaviour including sexting, cyberbullying, and cybercrime. Staff must report concerns about students involved in online crime as usual. Staff must report any disclosures of cyberbullying via the normal routes.	<p>Assessment: Ipsative assessment throughout. Quiz at end of module. End of term quiz put on tracker to inform recap and revisit activities next term. QA: Learning walk x 2, work scrutiny x 1</p>	PD Morning - How to spot misinformation online Assembly - Cyberbullying IT - how data is used and stored
ALL	End of year assessment	To consolidate learning throughout the year.								End of year assessment on tracker, used to inform adaption of next year's lessons.	