

Year 10 Curriculum Plan - PD Lessons (1 hour a fortnight)

Term Focus	What Students Already Know	Lesson Objectives	Golden Knowledge	Why are students learning this now?	Transferrable Knowledge and skills	Key Vocabulary	Link to Statutory Guidance	Link to Faiths, Beliefs and Cultures	Safeguarding Signposts	QA and Assessment	Complementary activities
 Core RS: How do we know right from wrong?	<p>Students have an understanding of British Values, including respect and tolerance and rule of law. Students have an understanding of the importance of difference and diversity to a healthy society. Students understand how the Equality Act informs the school's values. Students understand the 6 world religions and have considered the value of life in their Year 9 RS lessons.</p>	<p>To know what 'ethics' and 'morals' are and reflect on my own moral parameters.</p> <p>To understand what Freud says about how our conscience impacts our decision making.</p> <p>To consider ideas of duty, including an introduction to Kantian ethics.</p> <p>To understand ethical egoism and consider this in comparison to altruism.</p> <p>To consider how religions impact people's ideas of morality. To understand divine command theory.</p> <p>To consider situation ethics and agape. To consider whether this is the best way to determine right from wrong.</p> <p>To demonstrate my learning and consolidate my knowledge from this term.</p>	<ul style="list-style-type: none"> To know that morality applies to my life and my decisions To know that people have different attitudes towards what is morally right To know what Freud says that our conscience drives our morality To know that Kant believes that we should base morality on our duty To know that egoists believe we should always do what is best for us To know that situation ethics suggests that we should do the best thing in the circumstance in front of us To know how these theories apply to the characters I study in English 	<p>Students have explored ideas about right and wrong and the value of life in RS. They are now developing this knowledge by considering how non-religious worldviews approach ideas about morality.</p>	<p>Reflecting on decision making and how to make a decision well. Developing knowledge of self. Considering how this links to the English curriculum. Ability to justify ideas. Ability to think critically about information and ideas.</p>	<p>ethics, morals, morality, conscience, duty, egoism, self, altruism, divine command theory, divine right of Kings, agape, situation ethics, utilitarianism, moral apathy</p>	<p>British Values: Respect and tolerance, individual liberty, rule of law SMSC: Social, Moral, Cultural Core Religious Studies</p>	<p>Students will revisit their understanding of different faiths and cultures when they study Divine Command Theory. The whole module builds on their learning in Core RS in Year 9.</p>	<p>Staff must be aware that some students may express misunderstandings of different faiths, beliefs and cultures or of extremism and must robustly challenge this. However, staff must also be aware that there is no 'wrong' answer in morality and skilfully control discussion to ensure students remember respect and tolerance.</p>	<p>Assessment: Ipsative assessment throughout. End of term extended response to be peer assessed and marked in class. Live feedback of smaller tasks through green pen verbal feedback. Live marking of books by teacher during lessons. QA: Learning walk x 2, work scrutiny x 1</p>	<p>English curriculum - clear links made in lessons to An Inspector Calls and Macbeth.</p>
 Healthy relationships, sex and consent	<p>Students already understand about different types of relationships and consent. Students have examined different types of contraception earlier in KS3.</p>	<p>To revisit prior knowledge about different types of relationships (including friendship), To understand the importance of healthy relationships</p> <p>To understand what a healthy teenage relationship looks like. To further understand the risks of sexual intimacy.</p> <p>To understand consent, pressure, and to be able to recognise the signs of unhealthy relationships including abuse</p> <p>To recognise and manage personal responsibility for sexual health. To understand how to avoid unwanted pregnancy. To understand how to avoid STIs in a diverse range of intimate relationships.</p> <p>To understand respectful interactions with others, including understanding sexual harassment, sexist interactions and online interactions</p> <p>To understand what pressure, manipulation, and coercion are and how to seek help in such circumstances. About the law relating to sex, including the age limit, sexual consent, and pornography.</p> <p>To demonstrate my learning and consolidate my knowledge from this term.</p>	<ul style="list-style-type: none"> To know that unhealthy relationships can impact your mental health and self-esteem To know what healthy relationships look like for teenagers To know that sexual intimacy at a young age can have long-term negative impacts To know that pressure, coercion and manipulation into sex are all forms of sexual assault To know what rape is and what the law says about rape To know the definition of sexual harassment and what the law says about this To know what upskirting is and to know what the law says about this To know what cyberflashing is and what the law says about this To be able to identify enthusiastic consent and to understand why this is important To know how to use a condom To know that only barrier contraceptives protect from STIs To know that sexual health support is available from Locala, including the c-card scheme To know that pornography gives an unrealistic view of what sex is. 	<p>Due to the nature of this module, it is essential that students have extended time to learn the topics - it is best placed in an hour lesson than in Personal Development Time on a morning. As students are now in Year 10, they need to know more concrete information about sex, consent, and STIs.</p>	<p>Respectful interactions helpful for behaviour across school. Understanding of respectful relationships is a key skill for future life.</p>	<p>Family, friendship, domestic abuse, sexism, pornography, unprotected sex, contraception, Upskirting, Nude Images, Sexual Harassment, Sexual Abuse, Age of Consent, Consent, STIs, Chlamydia, Gonorrhoea, Cervical Cancer, HIV, Hepatitis, Safe Sex, Contraception, Coil, Implant, Barrier Contraception, Condoms, The Pill, The Morning After Pill</p>	<p>SMSC: Spiritual - explore feelings and values. Moral - respect the law and understand consequences. RSE: Different types of stable relationships and they may contribute to human happiness. The characteristics of positive and healthy relationships. Characteristics of unhealthy relationships including types of behaviour in relationships that are criminal including violent behaviour. The impact of viewing harmful content. The issues around sexually explicit material (pornography) including the distorted picture of sexual behaviours. The risks associated with unprotected sex (pregnancy and STIs) and the range of contraception available. Safeguarding: Staying safe in relationships.</p>	<p>Students will consider religious attitudes to sex outside of marriage when learning about the impacts of underage sexual intimacy. Students will learn about religious attitudes towards contraception when learning about contraception.</p>	<p>Staff must be aware of and responsive to misconceptions around sex, sexual health, and sexual assault. Staff must robustly challenge misconceptions and ensure that students are clear on the law. Staff must report any concerns about students, including any warning signs for sexual exploitation, via the normal safeguarding routes.</p>	<p>Assessment: Ipsative assessment throughout. End of term extended response to be peer assessed and marked in class. Live feedback of smaller tasks through green pen verbal feedback. Live marking of books by teacher during lessons. QA: Learning walk x 2, work scrutiny x 1</p>	<p>PD morning - Dangers of Pornography lesson run by DSL Science - learning about STIs and pregnancy English - consent in An Inspector Calls</p>
 Core RS: Worldviews and citizenship	<p>Students have an understanding of British Values, including respect and tolerance and rule of law. Students have an understanding of the importance of difference and diversity to a healthy society. Students understand how the Equality Act informs the school's values. Students understand the 6 world religions and have considered the value of life in their Year 9 RS lessons. In Y10, students have also considered how we make moral decisions.</p>	<p>To consider what it means to be a good citizen. To begin to apply this to our case study of the environment and climate change.</p> <p>To understand the concept of indigenous land protectors. To consider whether protecting the land makes you a good citizen.</p> <p>To understand Christian ideas about stewardship. To consider how we are stewards of the environment. To apply the idea of stewardship to our school environment.</p> <p>To understand Muslim ideas about Khalifah (stewardship). To consider the similarities and differences between this and Christianity.</p> <p>To understand the concept of Ahimsa in the Dharmic faiths of Hinduism and Buddhism. To consider whether Ahimsa is an important teaching for all of us. To consider how, as citizens, we might practice ahimsa.</p> <p>To learn about Jainism as a denomination of the Dharmic faiths. To consider what we can learn from Jainism about citizenship and the natural world.</p> <p>To demonstrate my learning and consolidate my knowledge from this term.</p>	<ul style="list-style-type: none"> To know the main problems, including risks to humans and animals, presented by climate change To know that sacred sites are important to Indigenous Americans, including the Six Grandfathers To know that Indigenous American populations consider Land Stewardship as an essential part of their worldview To know that Christians and Muslims believe in stewardship and make connections between this and the climate crisis To know the Jainist concept of right conduct and make connections between this and stewardship To know the Dharmic concept of ahimsa and make connections between this and stewardship To know that different worldviews have different relationships between nature and the environment To know that we have a collective responsibility (regardless of faith, religion or worldview) in protecting and looking after our environment To know that being a good citizen includes looking after your local area 	<p>Students need to recall learning about the Dharmic faiths from previous years so that it isn't forgotten. Students also need to develop their understanding of citizenship, in particular regarding their responsibilities outside of the democratic process. Finally, students need to apply their learning in term 1 to a specific case study - in this case, climate change.</p>	<p>Developing resilience to extremist viewpoints. Ability to navigate polarised opinions and politics in future. Understanding how media, including social media, may spread extremist views. Understanding of laws around extremist views. Ability to assess bias, reliability and accuracy of information in the future.</p>	<p>Climate Change, Greenhouse Gases, Extreme Weather, Resources, Indigenous, First Nations, Land Stewardship, Land Management, Climate activists, Wildfires, Conservation, Sacred Sites, Uluru, Six Grandfathers, Stewardship, Khalifah, Ahimsa, Animism, Jainism, Right Conduct, Personal Responsibility, Collective Responsibility</p>	<p>British Values: Respect and tolerance, individual liberty, rule of law SMSC: Social, Moral, Cultural Core Religious Studies</p>	<p>Students will revisit their understanding of different faiths and cultures, especially their knowledge of the Dharmic faiths, Islam, and Christianity. Students will consider how their learning in Term 1 relates to the moral choices involved in our interactions with the environment.</p>	<p>Staff must be aware that some students may express misunderstandings of different faiths, beliefs and cultures or of extremism and must robustly challenge this. Where students are expressing views which are concerning with regard to PREVENT, please report accordingly. All staff must be aware of the warning signs of extremism and report as normal.</p>	<p>Assessment: Ipsative assessment throughout. End of term extended response to be peer assessed and marked in class. Live feedback of smaller tasks through green pen verbal feedback. Live marking of books by teacher during lessons. QA: Learning walk x 2, work scrutiny</p>	<p>Assembly - racism, british values, PREVENT PD Morning - British Values, PREVENT British Values - embedded across the curriculum</p>