



# Year 9 Curriculum Overview

2023-2024

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	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p>Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20<sup>th</sup> Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits and competitions. Pupils also have weekly vocabulary sessions which are planned in conjunction with the Speech and Language Therapy team and a weekly lesson with a focus on English grammar and punctuation. Pupils will study one of the following themes each term.</p>		
	<p><b>Themes: Dystopian/Conflict &amp; Gothic</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ The Giver</li> <li>▪ Revolution</li> <li>▪ The Strange Case of Dr. Jekyll &amp; Mr. Hyde (R.L. Stevenson)</li> <li>▪ 19<sup>th</sup> Century context</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Diary of character</li> <li>▪ Description based on gothics</li> </ul>	<p><b>Theme: Relationships &amp; Characters</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Much Ado About Nothing</i> (Shakespeare)</li> <li>▪ <i>Character &amp; Voice</i> poetry from contemporary writers and the literary heritage</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Newspaper article</li> <li>▪ Extended reading analysis</li> </ul>	<p><b>Themes: Conflict &amp; Relationships/Advertising</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Noughts &amp; Crosses</i> (David Weisner)</li> <li>▪ Assorted adverts</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Newspaper article</li> <li>▪ Description based on an image</li> <li>▪ Persuasive advert and speech</li> </ul>
	<p><b>Themes: Relationships/Conflict/WW1</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Private Peaceful</i></li> <li>▪ Poetry</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Recruitment speech</li> <li>▪ Writing to discuss 'WW1 was a waste of young soldiers' lives'</li> </ul>	<p><b>Themes: Change &amp; Relationships</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Time Switch</li> <li>▪ <i>A Midsummer Night's Dream</i> (Shakespeare)</li> <li>▪ What's so special about Shakespeare?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Fact sheet</li> <li>▪ Descriptive writing based on an image</li> </ul>	<p><b>Themes: Animals &amp; Nature/Change</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ <i>The Lion and the Mouse</i> (Gerald Rose &amp; Jerry Pinkney)</li> <li>▪ <i>The Lion</i> (Rolad Dahl)</li> <li>▪ <i>To a Mouse</i> (Robert Burns)</li> <li>▪ <i>The Railway Children</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Short story or narrative retell</li> <li>▪ Letter writing</li> </ul>
	<p>TT Rockstars, Maths challenges, mymaths and problems solving activities support learning throughout the year.</p>		
<b>Maths</b>	<b>White Rose Maths</b>		
	<ul style="list-style-type: none"> <li>▪ Addition and subtraction</li> <li>▪ Place value</li> <li>▪ Length and height</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mass and volume</li> <li>▪ Multiplication and division</li> <li>▪ Fractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place value</li> <li>▪ Money</li> <li>▪ Time</li> </ul>
	<b>Foundation GCSE</b>		
<ul style="list-style-type: none"> <li>▪ Integers</li> <li>▪ Decimals</li> <li>▪ Indices, powers and roots</li> <li>▪ Factors, multiples and primes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Algebra: The basics</li> <li>▪ Expanding and factorising single brackets</li> <li>▪ Expressions and substitution into formulas</li> <li>▪ Tables</li> <li>▪ Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pie charts</li> <li>▪ Scatter graphs</li> <li>▪ Fractions</li> </ul>	

<b>BSL</b>	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	<b>Level 1</b>		
	<b>Meeting people</b> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Introductions</li> <li>▪ Conversation</li> </ul>	<b>Weather</b> <ul style="list-style-type: none"> <li>▪ Expanding vocabulary for weather terms</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>▪ Different modes of transport.</li> <li>▪ Asking for directions</li> </ul>
	<b>Using numbers and alphabet</b> <ul style="list-style-type: none"> <li>▪ Shopping</li> <li>▪ Phone numbers</li> <li>▪ Communicating</li> </ul>	<b>Relevant personal information</b> <ul style="list-style-type: none"> <li>▪ Name, age, address</li> <li>▪ Family details brothers, sisters</li> </ul>	<b>Strategies</b> for clarification <ul style="list-style-type: none"> <li>▪ Repetition</li> <li>▪ Changing questions structure</li> </ul>
	<b>Level 2</b>		
	<b>Finger spelling</b> <ul style="list-style-type: none"> <li>▪ Length of words</li> <li>▪ Clarity</li> <li>▪ Speed</li> <li>▪ Spell back</li> <li>▪ Receptive and productive skills</li> </ul> <b>Role Shift</b> <ul style="list-style-type: none"> <li>▪ Explain why this is important in BSL</li> <li>▪ Use of dialogues with peers</li> <li>▪ Transform this into a role shift</li> </ul>	<b>BSL sentence structure</b> <ul style="list-style-type: none"> <li>▪ Recognise the difference between English structure and BSL structure</li> </ul> Use BSL structure in story telling <b>Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Travel</li> <li>▪ Holidays</li> <li>▪ Shopping</li> <li>▪ Spending</li> <li>▪ Eating and drinking</li> </ul>	<b>Conversations</b> <ul style="list-style-type: none"> <li>▪ Placement</li> <li>▪ Hand shape</li> <li>▪ Turn-taking</li> <li>▪ Eye gaze</li> <li>▪ Questions and answers</li> <li>▪ Maintaining a conversation</li> </ul> <b>Signing Space, pace and flow</b> <ul style="list-style-type: none"> <li>▪ Use correct signing space for BSL</li> <li>▪ Use of filming peers and giving feedback</li> <li>▪ Ensure that pace and flow is not too fast or too slow</li> </ul>
	<b>Level 3</b>		
	Covers 6 different topics: home Life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
	<b>Use receptive and productive skills to engage in varied social interaction.</b> <ul style="list-style-type: none"> <li>▪ Opinion and beliefs</li> <li>▪ Instruction and advice</li> <li>▪ Adapt own language appropriately (Formal and informal)</li> </ul>	<b>Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</b> <ul style="list-style-type: none"> <li>▪ Timelines</li> <li>▪ Range of aspect</li> <li>▪ Range of modal verbs</li> <li>▪ Classifiers</li> <li>▪ Negation and affirmation</li> </ul>	<b>Understand sustained signed communication containing varied language</b> <ul style="list-style-type: none"> <li>▪ Recognise and distinguish facts, opinions, beliefs and feelings.</li> <li>▪ Deaf studies</li> </ul>

**Speech & Language Therapy (SaLT)**

Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.

**Autumn Term 1**  
**Theme: Story Telling and Retelling**  
**Principles**

- Creating and telling stories to develop skills in narrative and character perspective

**Language Skills:**

- Describe, Retell, Sequence.
- Blanks Levels 2 and 3

**Communication Skills**

- Create and Retell a story
- Show awareness of shared knowledge and perspective taking

**Autumn Term 2**  
**Theme: Social Thinking: Zones of Regulation, People reading**  
**Principles**

- Feelings vocabulary to be linked with coloured zones of regulation.
- Actions and behaviours and others' perspective
- Management of own behaviours comfortable and uncomfortable thoughts

**Language Skills**

- Describing the feelings in themselves and others
- Impact and Consequences Blanks level 3

**Communication Skills**

- Sharing thoughts,
- Applying knowledge

**Spring Term 1 and 2**  
**Themes: Live English SMiLE**  
**Principles**

- Strategies to communicate with members of the public who don't know BSL

**Language Skills**

- Spoken English
- Written English
- Pictures
- Pointing
- Gesture

**Communication Skills**

- Enter and Greet
- Student's module focus
- Leave politely

**Summer Term 1**  
**Themes: Critical Thinking and Problem Solving**  
**Principles**

- To analyse, discuss and problem solve within a small group

**Language Skills**

- Blanks Level 3 concrete explanations and opinions

**Communication Skills**

- Team working skills
- Discuss
- Negotiate
- Explain
- Reason

**Summer Term 2**  
**Theme: Lego Therapy**  
**Principles**

- Using the principles of Lego Therapy children will work in groups of 2-4 undertaking roles of: Engineer, Builder, Supplier

**Language Skills:**

- Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain

**Communication Skills**

- Team working
- Problem Solving
- Perspective Taking
- Flexibility

<b>Science</b>	The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.		
	<p><b>Fit and Healthy:</b></p> <ul style="list-style-type: none"> <li>▪ Senses and sense organs</li> <li>▪ The heart function and basic structure</li> <li>▪ Blood jobs and components</li> <li>▪ Disease and body defences</li> <li>▪ Smoking</li> <li>▪ Alcohol</li> <li>▪ Drugs and Medicines</li> </ul> <p><b>Speeding up/Slowing down:</b></p> <ul style="list-style-type: none"> <li>▪ Speed equations</li> <li>▪ Balanced and unbalanced forces</li> <li>▪ Motion graphs</li> </ul> <p><b>Reactions of Metals:</b></p> <ul style="list-style-type: none"> <li>▪ Properties of Metals</li> <li>▪ Metals and Acids</li> <li>▪ Metal Carbonates and Acids</li> <li>▪ Metal Oxides and Acids</li> </ul>	<p><b>Metal Reactivity:</b></p> <ul style="list-style-type: none"> <li>▪ Reactivity of different metals</li> <li>▪ Displacement reactions</li> <li>▪ Metal extraction from ores</li> </ul> <p><b>Variety:</b></p> <ul style="list-style-type: none"> <li>▪ Recap variety of life</li> <li>▪ Sexual reproduction</li> <li>▪ Asexual reproduction and cloning</li> <li>▪ Selective breeding</li> <li>▪ Human factors affecting food chains</li> <li>▪ Genetic modification</li> <li>▪ Competition in Plants</li> <li>▪ Use of Fertilisers and Herbicides/Insecticides</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>▪ Sound waves</li> <li>▪ The Ear</li> <li>▪ Movement of sound</li> <li>▪ Wave characteristics</li> </ul>	<p><b>Space Physics:</b></p> <ul style="list-style-type: none"> <li>▪ Day/Night</li> <li>▪ Seasons</li> <li>▪ The Moon</li> <li>▪ The Solar System and beyond</li> </ul> <p><b>Using Chemistry:</b></p> <ul style="list-style-type: none"> <li>▪ Conservation of mass in changes of state</li> <li>▪ Conservation of mass in chemical reactions</li> <li>▪ Diffusion in terms of the particle model</li> <li>▪ Complete and incomplete combustion</li> <li>▪ Useful chemical reactions</li> </ul> <p><b>Magnetism and Electromagnetism:</b></p> <ul style="list-style-type: none"> <li>▪ Magnetic fields</li> <li>▪ Making magnets</li> <li>▪ Electromagnets</li> <li>▪ Uses of electromagnets</li> </ul>
<b>Computing</b>	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language) or Python (text based) depending on past experience and ability.		
	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>▪ Understands the need for check digits</li> <li>▪ Can calculate check digits</li> <li>▪ Can use a check digit</li> <li>▪ Can use a check digit to see if a code is valid</li> </ul> <p><b>Communication and Networks:</b></p> <ul style="list-style-type: none"> <li>▪ Client-Server Networks</li> <li>▪ Peer-to-Peer networks</li> </ul>	<p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>▪ Presence Checks</li> <li>▪ Length Checks</li> <li>▪ Range Checks</li> <li>▪ High-Level /</li> <li>▪ Low-Level languages</li> <li>▪ Can explain how a Compiler works</li> <li>▪ Can explain how a computing interpreter works</li> <li>▪ Can explain how assemblers work</li> </ul>	<p><b>Creative Project</b></p> <ul style="list-style-type: none"> <li>▪ Will create a product based on the stages of the project life cycle (Introduction, Analysis, Design, Implementation, Testing, Evaluation)</li> <li>▪ Will draw together elements of learning from across KS3</li> </ul>

<b>Geography</b>	<p>Pupils study a range of topics at local, national and international scales. Pupils use a variety of resources, map skills and atlases throughout the year.</p>		
	<p><b>Our dramatic world- how does it work?</b></p> <ul style="list-style-type: none"> <li>▪ Natural Hazards: earthquakes, volcanoes, drought and tropical storms</li> <li>▪ How they form</li> <li>▪ What are the effects on people and places?</li> <li>▪ How can they be stopped or managed?</li> <li>▪ What are the advantages to the people and the environment?</li> </ul>	<p><b>Why does the UK's landscape look like it does?</b></p> <ul style="list-style-type: none"> <li>▪ Mountains, valleys, rivers and coasts</li> <li>▪ Processes that shape the landscape- Weathering, erosion, deposition and</li> <li>▪ Transportation through ice and water - rivers, coasts and ice/glaciers</li> <li>▪ Features - meander, waterfall, V shaped valley, U shaped valley</li> <li>▪ River trip to Beeley Brook</li> <li>▪ Case study – where is the longest river in the world, the largest lake, the highest waterfall?</li> </ul>	<p><b>Entry Pathway Students:</b></p> <ul style="list-style-type: none"> <li>▪ Investigating Africa and the UK.</li> <li>▪ How we are connected to Africa?</li> <li>▪ Food, phones, tourism, football, charity work</li> </ul> <p><b>GCSE Students:</b></p> <ul style="list-style-type: none"> <li>▪ Start GCSE syllabus – People of the Planet</li> </ul> <p>Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.</p>
<b>History</b>	<p>The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate.</p>		
	<p><b>Slavery</b></p> <ul style="list-style-type: none"> <li>▪ A brief overview of Slavery overtime, focusing on a comparison between Ancient Slavery across the world with the Slavery of the British Empire.</li> <li>▪ Comparing this with Slavery and exploitation still happening today</li> </ul>	<p><b>World War 1 and 2</b></p> <ul style="list-style-type: none"> <li>▪ Recapping World War 1</li> <li>▪ The Treaty of Versailles</li> <li>▪ The development of Nazi Germany</li> <li>▪ Significant events of World War 2</li> <li>▪ World War 2 from a Deaf point of view</li> </ul>	<p><b>The Cold War</b></p> <ul style="list-style-type: none"> <li>▪ Communism and Capitalism</li> <li>▪ Cold War propaganda</li> <li>▪ The Cuban Missile crisis</li> <li>▪ The Berlin Wall</li> </ul>

<b>Art &amp; Design</b>			
The curriculum aims to develop pupil's creative experiences, techniques and analytical skills. Pupils will learn about great artists and designers in order to develop their own skills.			
<b>Art &amp; Design</b>	<p><b>3D mini monster masks (clay)</b></p> <ul style="list-style-type: none"> <li>▪ Learn about fantastical creatures</li> <li>▪ Develop an understanding of different facial expressions</li> <li>▪ Analyse a piece of artwork by looking at monster designs</li> <li>▪ Improve drawing skills through observation and by rendering line, shape and proportion</li> <li>▪ Design a range of ideas for a monster mask</li> <li>▪ To gain confidence when using a new material – clay</li> <li>▪ Make a monster mask using clay</li> <li>▪ Evaluation</li> </ul>	<p><b>Tone and Line</b></p> <ul style="list-style-type: none"> <li>▪ Develop a better understanding of what line is and how it is used within art</li> <li>▪ Understand and demonstrate how to use tone using pencil</li> <li>▪ Develop your drawing technique when using tone</li> <li>▪ Develop your tonal shading skills</li> <li>▪ Develop your tonal shading skills when drawing natural form</li> <li>▪ Understand how to use continuous line.</li> <li>▪ Develop a better understanding of how to use cross hatching when drawing</li> <li>▪ Develop your drawing skills when using line</li> <li>▪ Understand how to use expressive line in the style of Vincent Van Gogh</li> <li>▪ Understand how to use a wax-resist technique</li> </ul>	<p><b>Printing Techniques</b></p> <ul style="list-style-type: none"> <li>▪ Develop skills in mono printing through experimentation</li> <li>▪ Create a block print to portray a social or political issue</li> <li>▪ Develop a lino print based on nature and the work of William Morris</li> <li>▪ Create a successful screen print inspired by pop art and consumable products</li> <li>▪ Select appropriate materials to create a textured surface to create a collagraph plate</li> <li>▪ Learn how to do cyanotype printing on fabric.</li> </ul>

<b>Textiles</b>		
The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills. Pupils will study one of the following themes each term.		
<b>Textiles</b>	<p><b>Day of the Dead soft toy</b></p> <ul style="list-style-type: none"> <li>▪ Complete Research &amp; analysis page in workbook</li> <li>▪ Learn the names and components on the sewing machine</li> <li>▪ Learn how to thread the top and bottom of the machine</li> <li>▪ Create two design ideas that meet the design brief (the Day of the Dead soft toy)</li> <li>▪ Create a running stitch, overstitch and cross stitch by hand using thread, needle and calico</li> <li>▪ Evaluate the stitches correctly</li> <li>▪ Create a paper template of the Day of the Dead toy</li> <li>▪ Understand the layering technique of applique and apply this to sample</li> <li>▪ Work accurately and efficiently on the textile product (the Day of the Deaf soft toy)</li> <li>▪ Evaluate work</li> </ul>	<p><b>Seasons Woven Fabric</b></p> <ul style="list-style-type: none"> <li>▪ Investigate how fabrics are constructed</li> <li>▪ Look at how weaving has been used to create interesting decorative features by textile artists</li> <li>▪ Design and make own woven landscape using texture and colour to add interest</li> <li>▪ Evaluate work</li> </ul>
<p><b>Graffiti pencil cases</b></p> <ul style="list-style-type: none"> <li>▪ Create a Graffiti inspired Moodboard</li> <li>▪ Create a Graffiti using a fun font</li> <li>▪ Create a heat transfer print sample</li> <li>▪ Know how to use the sewing machine safely and accurately</li> <li>▪ Create fabric samples with resist dye techniques</li> <li>▪ Design a pencil case</li> <li>▪ Make a pencil case decorated in Graffiti using the resist dye technique and the heat transfer technique</li> <li>▪ Evaluate work</li> </ul>		
<b>Food Technology</b>		
Pupils engage in a range of activities including focussed practical tasks, design and make activities and disassembly of food products to largely involve the use of savoury foods as directed by the government in the national curriculum.		
<b>Food Technology</b>	<p><b>Designing for markets</b></p> <ul style="list-style-type: none"> <li>▪ Designing and making low fat products</li> <li>▪ Understanding the use of carbohydrates in the diet</li> <li>▪ Understanding the use of staple foods linked to different countries</li> <li>▪ The importance of vitamins and minerals in the diet</li> <li>▪ Whole grains and the use of these in high fibre diets</li> <li>▪ The meaning of a balanced diet. Planning meals for special dietary needs of families</li> </ul> <p style="text-align: center;">All of the above will be taught in the context of what influences individual food choices</p>	<p><b>Ensuring appropriate quality production and reinforcing the knowledge of nutrition</b></p> <ul style="list-style-type: none"> <li>▪ The use of fish in the diet</li> <li>▪ Designing and making savoury bread products</li> <li>▪ The importance of fruit and vegetables in a healthy diet</li> <li>▪ Designing and making savoury pancakes</li> <li>▪ The use of farm assured/responsibly sourced foods in the diet</li> <li>▪ Use of seasonal ingredients</li> </ul> <p style="text-align: center;">All of the above will be taught whilst reinforcing / revisiting/ extending the pupils knowledge of nutrition and healthy eating</p>



Design & Technology			
The curriculum aims to develop pupil's creative design work through practising different manufacturing skills, techniques and processes. Theory related learning covers key aspects of materials technology, sustainability, health and safety. Pupils will make a variety of projects from the options below.			
<b>Rotation 1</b> <b>Cam toy</b> – design and manufacture a mechanical toy using softwood and ply which changes rotary motion into oscillating or reciprocating motions  <b>Coat hook</b> – design and manufacture a coat hook from aluminium which incorporates a hook as part of the design image		<b>Rotation 2</b> <b>Sweet dispenser</b> – design and manufacture an electronic sweet dispenser using simple programming skills  <b>Award Trophy</b> – design and manufacture a trophy for a particular award using wire, wood and Modroc  <b>Bird Box</b> – design and manufacture that is unique and unlike the majority of products available on the market	
Music			
The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil's have the opportunity to be involved in the school signing choir and also in school productions.			
<b>STOMP</b> <ul style="list-style-type: none"> <li>▪ Learning about how everyday objects can be used to create musical performance art</li> <li>▪ Practicing and developing teamwork skills.</li> <li>▪ Practicing creating compositional forms and structure</li> </ul>	<b>Scary movies and scary music</b> <ul style="list-style-type: none"> <li>▪ How to create scary music for a scary scene and learning the word dissonance</li> <li>▪ How to create tension using musical instruments and dissonant melody</li> <li>▪ Creating a tense scene using acting and musical accompaniment.</li> <li>▪ Using sounds and different instrumentation to create a creepy soundscape for a horror scene</li> </ul>		<b>Developing my Guitar skills</b> <ul style="list-style-type: none"> <li>▪ Reviewing and re-learning basic guitar chords of A, D and E</li> <li>▪ Strumming rhythmic chord sequences, working on fluency and adding dynamic change and interest</li> <li>▪ Learning a single melody on the guitar from a composer or musical artist</li> </ul>
Drama			
The Curriculum aims to develop pupils' performance skills and confidence through creative group work based on a mix of dramatic and musical concepts.			
<b>Stomp</b> <ul style="list-style-type: none"> <li>▪ Devising a collaborative performance piece using everyday objects.</li> <li>▪ Performing to a camera.</li> <li>▪ Peer and self evaluating performances.</li> </ul>	<b>Musical Theatre</b> <ul style="list-style-type: none"> <li>▪ Learning background information about Musicals.</li> <li>▪ Formally presenting prepared information to a camera.</li> </ul>		<b>Scary movies/Scary Music</b> <ul style="list-style-type: none"> <li>▪ Improvising and preparing a short dramatic piece depicting a haunted room.</li> <li>▪ Adding and incorporating sound effects to create a soundscape.</li> </ul>

<b>Physical Education (PE)</b>	The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.		
	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Team work, simple map reading skills</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>Target sport which focuses on throwing and catching and attempting to outwit opponents</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Using basic movement to copy and create a routine</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Small sided games focusing on passing, dribbling and shooting</li> </ul>	<p><b>Tri Golf</b></p> <ul style="list-style-type: none"> <li>Skills linked to golf – putting, chipping, stance and swing, sessions delivered by golf coach</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Movement around the court, backhand, forehand shots, overarm and underarm serve</li> </ul> <p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>To work through the British Gymnastics trampoline award scheme</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Skills related to spatial awareness, passing, scoring, dribbling and movement with the ball</li> </ul> <p><b>Cycling</b></p> <ul style="list-style-type: none"> <li>Skills related to use of brakes, gears and balance on a 2 or 3 wheel bike</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Practice track and field events then record distance and times</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Catch, throw, field and batting</li> </ul>
<b>Citizenship</b>	Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.		
	<p><b>Deaf Awareness</b></p> <ul style="list-style-type: none"> <li>NDCS The Buzz</li> <li>NDCS pen pals</li> <li>Famous deaf role models</li> <li>Famous deaf role models in the community</li> </ul> <p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>Why do we have Remembrance Day?</li> </ul> <p><b>Equality &amp; Discrimination</b></p> <ul style="list-style-type: none"> <li>The importance of people being treated equally in society</li> <li>Discrimination &amp; the effects on society</li> </ul> <p><b>Christmas Traditions</b></p> <ul style="list-style-type: none"> <li>Christmas means different things to different people, families and communities</li> </ul>	<p><b>Laws</b></p> <ul style="list-style-type: none"> <li>Trading Standards</li> <li>The nature of rules, laws and the justice system</li> </ul> <p><b>Community Project</b></p> <ul style="list-style-type: none"> <li>A project to improve the school environment</li> </ul> <p><b>Politics</b></p> <ul style="list-style-type: none"> <li>Parliament</li> <li>The different political parties in England</li> </ul>	<p><b>Politics</b></p> <ul style="list-style-type: none"> <li>Elections in the UK</li> <li>School election – vote for a themed lunch</li> </ul> <p><b>Finances</b></p> <ul style="list-style-type: none"> <li>The functions and uses of money</li> <li>Wants and needs</li> </ul> <p><b>School Enterprise Project</b></p> <ul style="list-style-type: none"> <li>Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes</li> <li>Use skill, imagination and peers to develop mini charity projects to benefit the wider community</li> <li>Organise a stall for Open Day</li> <li>Work within a theme and budget</li> <li>Create advertising materials</li> <li>Communicate with others</li> <li>Develop an understanding of buying and selling</li> </ul>

<b>Careers Education Information &amp; Guidance</b>	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	<p><b>Key Stage 4 Options</b></p> <ul style="list-style-type: none"> <li>▪ Subjects being studied</li> <li>▪ Different routes into employment</li> <li>▪ Future aspirations and subject choices</li> </ul> <p><b>Setting goals</b></p> <ul style="list-style-type: none"> <li>▪ Transferable skills, abilities and interests</li> <li>▪ How to demonstrate strengths</li> <li>▪ Different types of employment and career pathways</li> <li>▪ How to manage feelings relating to future employment</li> <li>▪ How to work towards aspirations and set meaningful, realistic goals for the future</li> <li>▪ GCSE and post-16 options</li> <li>▪ Skills for decision making</li> </ul>	<p><b>Qualities &amp; Interests</b></p> <ul style="list-style-type: none"> <li>▪ Identifying own skills</li> <li>▪ Identifying own qualities</li> <li>▪ Linking interests to future pathways</li> </ul>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>▪ Employability skills</li> <li>▪ Links with independent careers adviser</li> </ul> <p><b>Employability skills</b></p> <ul style="list-style-type: none"> <li>▪ Young people’s employment rights and responsibilities</li> <li>▪ Skills for enterprise and employability</li> <li>▪ How to give and act upon constructive feedback</li> <li>▪ How to manage their ‘personal brand’ online</li> <li>▪ Habits and strategies to support progress</li> <li>▪ How to identify and access support for concerns relating to life online</li> </ul>

<b>Religious Education (RE)</b>			
The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.			
	<p><b><i>Should happiness be the purpose of life?</i></b></p> <p><b><i>What is Buddhism?</i></b></p> <ul style="list-style-type: none"> <li>▪ Understand the teachings of The Buddha.</li> <li>▪ What makes us happy?</li> <li>▪ Who was Siddhartha</li> <li>▪ Gotoma?</li> <li>▪ Exploration of the beliefs and practices of Buddhist people.</li> <li>▪ What is The Eight Fold Path?</li> <li>▪ What are the Four Noble Truths?</li> </ul>	<p><b><i>What is Buddhism today?</i></b></p> <ul style="list-style-type: none"> <li>▪ Explore Buddhist worship today for Buddhist people.</li> <li>▪ Explore different Buddhist places of worship around the world.</li> <li>▪ What is a Buddhist Temple?</li> <li>▪ Case study of The Tara Kadampa Buddhist Centre Etwal Derbyshire</li> <li>▪ What are Buddhist symbols?</li> <li>▪ What is a Mandala?</li> <li>▪ What is Zen Buddhism?</li> <li>▪ Explore and create a Buddhist Zen Garden</li> <li>▪ Tibetan Prayer Flags</li> <li>▪ Explore stress reducing yoga</li> </ul>	<p><b><i>How do we decide what is right and wrong? Is death the end does it matter?</i></b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between absolute and relative morality</li> <li>▪ Explain the link between what people believe and how they behave</li> <li>▪ Explain how a person's religious beliefs affect their ethical views and actions</li> </ul> <p><b>Abortion</b></p> <ul style="list-style-type: none"> <li>▪ What is Abortion?</li> <li>▪ Christian and Muslim view? Different view?</li> <li>▪ Your view? Why?</li> <li>▪ Case studies</li> <li>▪ Identify challenges of following a moral code</li> </ul> <p><b>Euthanasia</b></p> <ul style="list-style-type: none"> <li>▪ What is Euthanasia?</li> </ul> <p><b>Capital Punishment</b></p> <ul style="list-style-type: none"> <li>▪ What is Capital Punishment?</li> <li>▪ Christian and Muslim view? Different view?</li> <li>▪ Your view? Why? Case Studies.</li> </ul>

<b>PSHE</b>			
PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.			
<b>PSHE</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>▪ Types of relationships</li> </ul> <p><b>Working as a team</b></p> <ul style="list-style-type: none"> <li>▪ Setting objectives</li> <li>▪ Planning an outcome</li> <li>▪ Co-operation</li> <li>▪ Managing setbacks</li> <li>▪ Compromise</li> <li>▪ Positive teamwork qualities.</li> <li>▪ Friendships</li> <li>▪ Personal boundaries- the right to privacy</li> <li>▪ Image sharing</li> </ul>	<p><b>Reputation</b></p> <ul style="list-style-type: none"> <li>▪ Heroes and villains</li> <li>▪ Online reputation</li> </ul> <p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>▪ Identifying how we feel and seeking help appropriately</li> <li>▪ Coping strategies-</li> <li>▪ Exercise, relaxation techniques, mindfulness</li> <li>▪ Importance of sleep to mental/emotional health</li> <li>▪ Counselling and medication</li> <li>▪ What to do if you recognise that someone else needs help</li> </ul> <p><b>Supporting personal health</b></p> <ul style="list-style-type: none"> <li>▪ Vaccination</li> <li>▪ What is a balanced diet</li> <li>▪ Work, leisure and exercise balance</li> <li>▪ Accessing medical and other emergency support- right to privacy, interpreters</li> </ul>	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>▪ Attraction and relationships</li> <li>▪ Having a boyfriend/girlfriend</li> <li>▪ Strong and positive relationships</li> <li>▪ Unhealthy relationships</li> <li>▪ The media and unrealistic portrayals of relationships What is sex</li> <li>▪ Consent</li> <li>▪ Dealing with relationship breakdown</li> <li>▪ Contraception</li> </ul> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>▪ Recreational drugs</li> <li>▪ Legal and illegal</li> <li>▪ Drugs and dangers</li> <li>▪ Addiction and withdrawal</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>▪ Third steps in first aid- practical training with the involvement of the school health lead</li> </ul>

<b>Wellbeing</b>	Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.		
	<ul style="list-style-type: none"> <li>▪ <b>Peer influence, substance use and gangs</b></li> <li>▪ How to distinguish between healthy and unhealthy friendships</li> <li>▪ How to assess risk and manage influences, including online</li> <li>▪ About 'group think' and how it affects behaviour</li> <li>▪ How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>▪ To manage risk in relation to gangs</li> <li>▪ About the legal and physical risks of carrying a knife</li> <li>▪ World Mental Health Day (10/10/23)</li> <li>▪ Anti-Bullying Week (13/11/23 – 17/11/23)</li> <li>▪ Audiology</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>▪ About conflict and its causes in different contexts, e.g. with family and friends</li> <li>▪ How to access support services</li> </ul> <p><b>Healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>▪ About the relationship between physical and mental</li> <li>▪ How to manage influences on body</li> <li>▪ World Health Day (07/04/24)</li> <li>▪ 'Alright Charlie' (Online Safety/Safer Internet Day 06/02/24)</li> <li>▪ First Aid Awareness</li> </ul>	<p><b>Send me a Pic (Thinkuknow)</b></p> <ul style="list-style-type: none"> <li>▪ Issues around nude image sharing (3 sessions)</li> </ul> <p><b>Digital resilience</b></p> <ul style="list-style-type: none"> <li>▪ To examine how going online can influence the way we feel, think and act</li> <li>▪ To understand what digital resilience is</li> <li>▪ To devise ways to build your own digital resilience and support others</li> <li>▪ World Autism Day (02/04/24)</li> <li>▪ Stress Awareness Month (April 2024)</li> <li>▪ National Mental Health Awareness Week (10/05/2024 – 16/05/23)</li> <li>▪ Pride Month (June 2024)</li> <li>▪ World Friendship Day (30/07/24)</li> </ul>