Royal School for the Deaf Derby

Year 7 Curriculum Overview

2025-2026

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	Autumn Term	Spring Term	Summer Term
English	Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20th Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits. Pupils also have weekly reading lessons where they share a novel or short story for pleasure and a weekly lesson with a focus on spelling, English grammar and punctuation. Pupils will study one of the following themes each term.		
	Reading: ▪ Roald Dahl's autobiography *Boy: Tales from Childhood* ▪ Non-fiction: travel writing ▪ *A Christmas Carol* (Charles Dickens; Usborne abridged) Writing: ▪ Autobiographical writing ▪ Travel writing ▪ Narrative retell	Reading: ▪ *Skellig* (David Almond) ▪ *The Boy in the Striped Pyjamas* (John Boyne ad. Angus Jackson) ▪ *Paddington* (Michael Bond) ▪ *Flat Stanley* (Jeff Brown) Writing: ▪ Letter writing ▪ Newspaper article ▪ Writing to describe	Reading: ▪ Shakespeare: context and sonnets ▪ *The Incredibles* (film-based unit) Writing: ▪ Poetry ▪ Creative writing ▪ Transactional writing ▪ Writing to describe
Maths	Pupils follow the White Rose Maths schemes of work. Maths challenges, mymaths and problems solving activities support learning throughout the year.		
	▪ Sequences ▪ Algebraic notation and substitution ▪ Expressions and equations	▪ Place value, ordering and rounding ▪ Four operations ▪ Averages and range	▪ Rounding and estimating ▪ Graphing data ▪ Fractions, decimals and percentages
	▪ Money ▪ Time ▪ Shape	▪ Statistics ▪ Place value ▪ Addition and subtraction	▪ Area ▪ Multiplication and division A ▪ Multiplication and division B

	▪ Time ▪ Statistics ▪ Position and direction	▪ Place value ▪ Addition and subtraction ▪ Multiplication and division A	▪ Multiplication and division B ▪ Length and perimeter ▪ Fractions A
	▪ Position and direction ▪ Place value ▪ Money	▪ Time ▪ Place value ▪ Addition and subtraction	▪ Shape ▪ Money ▪ Multiplication and division
BSL	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	▪ Describing people ▪ Personal deaf identity ▪ Animals (pets) ▪ Interests and hobbies ▪ Deaf clubs Linguistics: ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills	▪ Food and drinks ▪ Daily lives and routine ▪ Strategies for communicating with hearing people ▪ 102 assessment Linguistics: ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills	▪ Describing weather ▪ Travel and transports ▪ 103 assessment ▪ Deaf inspirations Linguistics: ▪ BSL order, NMF, placement, Fingerspell, eye gaze and turn taking skills
	Level 2		
	▪ Travel/transports ▪ Describing people (Holiday) ▪ Building (Holiday) ▪ Receptive and productive skills Linguistics: ▪ BSL order, NMF, placement, Hand shapes fingerspell, Role Shift skills.	▪ Weather (Holiday) ▪ Language awareness ▪ Activities (Holiday) ▪ Shopping and eating out (eating and drinking) ▪ Placement ▪ 202 assessment Linguistics: ▪ BSL order, NMF, Signing Space, pace and flow	▪ Cooking at home (Eating and drinking) ▪ Daily routine (Eating and drinking) ▪ Conversation skills ▪ 203 Assessment ▪ Deaf inspirations Linguistics: ▪ BSL order, NMF Turn-taking, Eye gaze, maintaining a conversation questions and answers

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.		
	<u>Autumn Term 1</u> **<u>Narrative: Harry Potter 1</u>**	**<u>Spring Term 1</u>** **<u>Language for Thinking: Snack Attack and Carrot Crazy (Disney Short Films)</u>**	**<u>Summer Term 1</u>** **<u>Vocabulary: Concepts</u>** **<u>Cups</u>**
Language for Thinking Blanks 1-4	• Widget / English used to sequence, match, identify themes • Theory of mind, who knows what Predictions, outcomes	• Naming, sorting, categorizing, same vs different, odd one out, matching. Why, how do you know, justifying, predicting, inferring, giving opinions.	Describing and giving instructions, using pictures and individual barriers as part of the game
Social Communication	Quiz based shared interaction	• Summarising, reflecting, evaluating. Listening to others opinions / responses	• Working as a pair with adult support. Request clarification, negotiate, question
Stories and Personal Narratives	• Retell story so far including emotions, consequence, impact Think, know, guess	Retelling, thoughts and feelings, abstract concepts	Work from where finished last week. Remember vocabulary from last week.
Vocabulary Spoken/Written	Topic vocabulary	Topic Vocabulary	• Position concepts In, on, under, beside, between, on top, at the bottom, upside down,
Sentence Construction Spoken/Written	Using descriptions of what happened and what will happen	• Describing, combining words/signs. Using sentences to record ideas	• Adverbials, colours, Adj+Adj+Noun Using sentence frameworks and SSE to identify correct word order
Speech Spoken/Written	Story retell in spoken English depending upon students skills	Story retell in spoken English depending upon students skills	Vocal turns, single words
	<u>Autumn Term 2</u> **<u>Social Communication: SmiLE (Clarification module in reception)</u>**	**<u>Spring Term 2</u>** **<u>Sentence Construction: English Sentence Construction (Blooper Films)</u>**	**<u>Summer Term 2</u>** **<u>Lego Therapy:</u>**
Language for Thinking Blanks 1-4	• Think, plan, prepare prior to interaction Identify questions I need to ask to obtain this information.	Describe, retell, explain, predict	• Executive Functioning: What information is needed when, Concept of 'check' 'review' 'help'
Social Communication	• **Confidence to query when not understood**	• Identify impact, funny side of bloopers,	• Work in pairs or 3s.

	• **Skills to identify problem** **My responsibility to improve communication with others using suggestions of what they can do.**	• Reflect on others' feelings and consequences of what happens. Focus upon response to the situation	• Be positive to others within group. Support and encourage Clarify, adapt
Stories and Personal Narratives	Share what happened during activity, discuss similar situations	• Discuss scenario, predict what will happen. Refer to other life experiences or stories	• Take photo of child with lego model Revisit model, discuss process, strengths, difficulties
Vocabulary Spoken/Written	Again please, slow, too fast, I don't understand X, explain Y	Around topic	• Position, orientation prepositions QX for clarification requests
Sentence Construction Spoken/Written	QX	• **Improve English sentence grammar** • **Fill in the gaps, unjumble sentence, forced choice.** **Proof reading written work for errors and improvements.**	• SSE sentence structure to practice English structure. Crib sheets to support this
Speech Spoken/Written	• Spoken English in context used with people who don't know BSL. Strategies to communicate with none BSL users. E.g. written, pictures, gesture	SSE used to highlight English sentence structure.	Descriptions and instructions in spoken English with children's English skills
Science	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.		

	Laboratory rules and safety: ▪ Introduction to the lab, safety rules ▪ Measuring volume ▪ Measuring temperature **Cells and Organisation:** ▪ Living and non-living (MRS GREN) ▪ Variety of life (animals and plants, vertebrates and invertebrates, vertebrate groups) ▪ Plant v Animal cells ▪ Specialist Cells ▪ Unicellular organisms ▪ Tissues, Organs & Organ Systems ▪ Introduction to life cycles to show changes in aging of humans and other vertebrates **Acids and Alkalis:** ▪ Properties ▪ Indicators (pH scale) ▪ Neutralisation	**Gas Exchange:** ▪ Gas exchange structure in humans ▪ Breathing mechanism ▪ Effects of smoking and asthma ▪ Gas Exchange in Plants **Behaviour of Particles:** ▪ Solids/Liquids and Gases ▪ Properties of materials (expansion, diffusion, pressure) ▪ Particle motion ▪ Separation of mixtures **Light and Waves:** ▪ Properties of Light ▪ Transmission through materials ▪ Reflection ▪ Refraction ▪ Spectrum and colours of light	**Photosynthesis and Respiration:** ▪ Aerobic v. Anaerobic Respiration ▪ Photosynthesis mechanism ▪ Plant adaptations to and the environmental role of Photosynthesis **Chemical Reactions:** ▪ Reversible v irreversible reactions ▪ Types of chemical reaction ▪ Gas tests ▪ Factors effecting rate of reaction **Plant Reproduction:** ▪ Plant life cycle ▪ Germination ▪ Flower parts ▪ Pollination ▪ Seed dispersal

Computing	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language), Trinket (text based) and/or Python (text based) depending on experience and ability.		
	Data ▪ Representation and Quality ▪ Logic Gates ▪ Binary Numbers **Communication and Networks** ▪ Online privacy ▪ How websites work ▪ Protocols ▪ Encryption ▪ Decryption	**Hardware and Processing** ▪ Utility Software – purpose and features ▪ Operating Systems ▪ Open Source / Proprietary software ▪ Instruction Sets **Programming and Development** ▪ Variables ▪ Parameters ▪ Loops ▪ IDE	**Algorithm** ▪ Switch/Case statements ▪ Designing algorithms ▪ Effective algorithms ▪ Bubble sort (text/numbers) ▪ Insertion sort (text/numbers) **Information Technology** ▪ Consider Social, Economic, Political, Legal, Ethical, Moral issues **Creative Project** ▪ Will create a product based on the stages of the project life cycle (Introduction, Analysis, Design, Implementation, Testing, Evaluation)
Geography	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.		
	How do we collect Geographical information? ▪ Geographical skills and collection of data through map work, human field work and enquiry techniques to collect data in and around the local area. ▪ Map skills – the use of OS maps, atlases, digital maps linked to collection of data, and changes over time.	**Where does everyone live in the world?** ▪ Compare population and settlement throughout the world. Urban, rural (villages, towns, cities) and mega cities ▪ Changing population & migration. What are the effects of changing population on an area? ▪ How is the world developing? Comparison of different places and environments. ▪ Settlement data collection and fieldwork.	**Are we looking after our world?** ▪ Energy (renewable and non-renewable), resources and recycling. ▪ Global warming/climate change. Effects of flooding, drought and tropical storms ▪ Practical collection of data, what are we doing at RSDD and pupils homes. ▪ Earth shot prize – last years and this years. How does it link to global warming and climate change? ▪ Survey of the school/local area ▪ How are our environments coping with global warming and climate change? Case studies of recent global events. ▪ Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.

History	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. Depth of content and extension will vary depending on individual needs.		
	The Formation of England (Pre-1066) ▪ Compare England from the time of Alfred the Great with now, noting some differences. ▪ Use images and maps from different regions of Medieval England. ▪ Identify the important roles of Alfred the Great's children and Grandchildren regarding the formation of England under one Monarch ▪ Retell historical facts. **1066 and the Feudal System** ▪ Explore who was involved in 1066, names etc… and who had the strongest claim for the throne of England. ▪ Learn Key vocabulary around 1066 and the Battle of Hastings. ▪ Explore why William the Conqueror won the Battle of Hastings. ▪ Norman castles: Exploring the development of Mottle and Bailey Castles in Britain as a result of Norman conquest. ▪ Learn about the Feudal system.	**The Black Death** ▪ Learn the symptoms of the Black Death ▪ Why the Black death spread so quickly and killed so many. ▪ The decrease in population after the Black Death and what this meant for Peasants. ▪ Look briefly at a local case study of the village of Eyam. ▪ Look at How the Black Death links to the Peasants Revolt. **The Peasant's Revolt** ▪ The context of the Peasants Revolt and how it was linked to the Feudal system and rising taxes. ▪ Explore the key events of the Peasant's Revolt and what Watt Tyler and Richard II wanted. ▪ Describe the aftermath of the Peasant's revolt and what it meant for Peasant's lives.	**The War of the Roses** ▪ Explore key figures and events of the War of the Roses, identifying how people were all related and important moments along the 34 year conflict ▪ Focus on key Topic related vocabulary around Lancaster and York. ▪ Identify some key events in the story of the Battle of Hastings relating to these characters ▪ Introduction to Henry Tudor and the Battle of Bosworth Fields as Segway into the Tudors.

Art & Design	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.		
	Cakes and Sweets Mod Roc ▪ To draw the Wayne Thiebaud Gumball Machine ▪ To learn about the colour wheel ▪ To use the colouring pencils to colour the gumball machine to show the tonal scale ▪ To use the watercolour to paint the gumball machine ▪ To learn to draw a 3D form (cupcake) from observation and to understand how to apply tone to the work ▪ To create a Modroc Cupcake ▪ Evaluation	**Day of the Dead activities** ▪ An Introduction to Mexican Culture and Day of the Dead festival ▪ To create a drawing of a skull in the style of the artist Carolyn Leigh on a piece of black paper using a white pencil ▪ To create a paper collage of patterned skulls. ▪ To do a colourful oil pastel study ▪ To colour a paper face mask using felt tips with the reference to Thaneeya McArdle ▪ To make a 3D clay 'sugar skull'	**Printing** To explore different printing techniques: ▪ Lino Printing of self with the reference to Kathe Kolwitz ▪ Mono printing ▪ Potato Printing inspired by Orla Kiely ▪ Screen print inspired by Pop Art ▪ Textured collagraph plate ▪ Cyanotype printing on fabric

Textiles	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 be involved in at least one project each term.

	Jon Burgerman inspired product in felt & tie-dye ▪ Pupils complete their own samples of rendering and use these techniques to add colour to the Burgerman Characters they have selected ▪ To create a research page on the artist Jon Burgerman ▪ Use a sewing machine to follow the outlines of the Burgerman Characters ▪ Create a sample of different stitching on the sewing machine ▪ Create a tie dye sample for you to create your Burgerman characters on ▪ Draw your own Jon Burgerman style characters ▪ Using your chosen design, draw your paper pattern pieces for each part of your character ▪ Cut out your fabric and tack together ▪ Create one of your design ideas using a sewing machine stitch ▪ Learn how to sew a button and create a sample ▪ Complete Jon Burgerman textiles pieces	**Edo Morales Selfie** ▪ Look at the work of Ed Morales ▪ Complete mark making exercises and use these over their photograph ▪ Learn new textile techniques of collograph, monoprints and raw edge machine applique ▪ Begin final pieces – focusing on the background prints to begin with. ▪ Begin to add in the details of their final piece ▪ Analyse and evaluate	**Holly Levell Cushion** ▪ Look at the work of Holly Levell. Introduction to analysing artists work as a class ▪ Observational sketches – shading techniques using colouring pencils ▪ Sampling textile techniques, embroidery, fabric painting and applique. Evaluation of samples ▪ Create x 2 different cushion designs ▪ Complete design pages and prepare fabric painting ▪ Practical for the front panel of the cushion – applique/ embroidery ▪ Continue with hand stitching whilst rotating to use sewing machines to sew up their cushions ▪ Final finishing touches on practical work
	Fabric Weaving Activities ▪ To make a weave piece using a range of different fabrics ▪ Make a Sun Burst Weaving piece using materials for weaving ▪ Make a rainbow weaving piece using coloured wools for weaving		

	Sock Monsters ▪ Create a PowerPoint on John Murphy ▪ Create design ideas to make a sock monster inspired by John Murphy ▪ Make a sock monster using material such as old/odd socks, buttons, beads and ribbon ▪ Evaluate		
Food Technology	Pupils will learn the principles of nutrition and healthy eating. Pupils will be introduced to the Eatwell Guide, food and its nutritional value and health and safety in preparing and making food. Pupils will learn the importance of hygiene and potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Pupils will carry out planning, making and evaluating their dishes. Theory will focus on: Carbohydrates, Proteins and Fats. Practical focus on: cereals, eggs, hygiene and safety, knife skills, use of oven and hob.		
	Rotation 1 **Practical work will include:** ▪ Chocolate mousse ▪ Pasta salad ▪ Omelette/Scrambled egg pitta pockets ▪ Porridge		**Rotation 2** **Practical work will include:** Fruit Salad Mince Pies Pancakes Egg Mayonnaise Salad/Sandwich
Design & Technology	The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Theory related learning in Y7 covers key aspects of materials technology, including woods, metal and plastics as well as health and safety. Pupils will make a variety of projects throughout the year, which are split into two separate rotations.		
	7A **Door sign -** Design and manufacture a personalised door sign for a bedroom using plywood and MDF. **Monster picker –** design and manufacture a monster inspired litter picker using softwood and plywood.	7B **Door sign -** Design and manufacture a personalised door sign for a bedroom using plywood and MDF. **Monster picker –** design and manufacture a monster inspired litter picker using softwood and plywood.	7C **Catapult –** manufacture a working catapult using simple traditional style wood joints to make a strong frame structure. **Door sign -** Design and manufacture a personalised door sign for a bedroom using plywood and MDF.

	Electric Buggy – Design and manufacture a skid steer buggy from timber and electronic components. **Memphis clock –** design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis design movement. **Deaf shaky hand game** - design and manufacture an electronic game suitable for deaf users. **Desk tidy –** design and model a design tidy which will appeal to children and teenagers to improve organisation.	**Electric Buggy –** Design and manufacture a skid steer buggy from timber and electronic components. **Memphis clock –** design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis design movement. **Deaf shaky hand game** - design and manufacture an electronic game suitable for deaf users. **Desk tidy –** design and model a design tidy which will appeal to children and teenagers to improve organisation.	**Swing creature –** design and manufacture an old fashioned novelty toy using levers principles. **Monster picker –** design and manufacture a monster inspired litter picker using softwood and plywood. **Electric Buggy –** Design and manufacture a skid steer buggy from timber and electronic components. **Memphis clock –** design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis design movement.

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.	
	7A- **Half term 3- Expanding on notes, duration, rhythms, and pitch** Pupils will perform an array of expanded rhythmic ideas, incorporating a wider range of duration lengths and rests into their playing, practicing their counting skills and music reading Pupils will compose using an array of expanded rhythmic ideas, incorporating a wider range of duration lengths and rests into their playing, practicing their counting skills and music reading Pupils will practice rhythmic and pitch differentiation listening skills, using both vibrotactile and online resources, focusing on awareness of pitch difference from high to low and changing sounds. Pupils will make links with some rhythmic ideas learnt from the African rhythms topic done previously and differentiate between traditional and non-traditional notation	**7B-** **Half term 1- Adding Pitch and melody to rhythmic compositions** Pupils will practice a developing awareness of pitch, and practicing both taught and created melodies. Pupils will develop the work they have done in the previous topic to incorporate pitch and melodic contour to their work. Pupils will practice pitch differentiation listening skills, using both vibrotactile and online resources, focusing on awareness of pitch difference from high to low and changing sounds. Pupils will understand how different elements of music link together to create a more complex whole. **7B- Adding Pitch and melody to rhythmic compositions**

	Half term 6- Expanding on Texture and structure, including melody and chords Pupils will practice left and right hand melodies and chord sequences on the keyboard, practicing their music reading skills. Pupils will have observed and listened to some different textural context within music, exploring and practicing being able to identify it themselves through listening skills with guidance from a teacher and using visual stimuli to help. Pupils will have an expanded knowledge of what makes up a piece of keyboard music and many styles of music in general.	Pupils will practice a developing awareness of pitch, and practicing both taught and created melodies. Pupils will develop the work they have done in the previous topic to incorporate pitch and melodic contour to their work. Pupils will practice pitch differentiation listening skills, using both vibrotactile and online resources, focusing on awareness of pitch difference from high to low and changing sounds. Pupils will understand how different elements of music link together to create a more complex whole.
Drama	The Curriculum aims to develop pupils' performance skills and confidence through creative group work.	
	Mime ▪ Developing techniques of non-verbal communication in drama ▪ Using imaginative skills to develop stories in mime ▪ Develop confidence in using physical skills to communicate a story ▪ Creating and recording a video performance of a story	**Pantomime** ▪ Exploring stagecraft in a Pantomime ▪ Develop performance skills by taking on a specific role in a story ▪ Work in a group to explore the text and create a dramatic performance ▪ Creating and recording a video performance of a play

Physical Education (PE)	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.		
	Cycling Develop and refine knowledge and understanding in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering **Basketball** Develop and refine knowledge and understanding in the essential kills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding **Football**	**Trampolining** Develop and refine knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings **Dance** Develop and refine knowledge and understanding in the essential physical, expressive and technical skills – balance, coordination, flexibility, strength, control and action, dynamic and spatial awareness, facial expression, mood and feeling	**Cricket** Develop and refine knowledge and understanding in the essential skills – batting, bowling, fielding, throwing and catching **Athletics** Develop and refine knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance) **Swimming** STA Award Scheme and Distances

	Develop and refine knowledge and understanding in the essential kills – Passing and receiving, shooting, dribbling, touch and ball control **Swimming** Review, assess stroke technique	**Tennis** Develop and refine knowledge and understanding in the essential skills – serve, return, forehand, backhand, volley, overhead and footwork **Swimming** STA Award Scheme	

Citizenship	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.		
	What is it all about? ▪ What is Citizenship? ▪ What is an active citizen? ▪ Why do we need rules? ▪ What does fairness mean? ▪ What is a democratic community? ▪ How can we get involved in our school community? What are our identities and communities? ▪ What does identity mean? ▪ How do identities change? ▪ What are communities like? ▪ How are communities changing?	**What rights should all children have?** ▪ What rights are we entitled to? ▪ What does a right to education really mean? ▪ What can I do as a citizen to protect the rights of others? ▪ How do we protect the right to health? ▪ Are you getting your right to reliable	**What is crime?** ▪ What is a crime? ▪ What reasons are behind criminal ▪ behaviour? ▪ What is the role of the police in dealing ▪ with crime? Is youth crime really as serious as the media suggest? ▪ What can communities do to help prevent crime? ▪ What does a successful crime prevention strategy look like? **School Enterprise Project**

	▪ How are we all connected? (UK) ▪ How are we all connected? (international, global) ▪ History of RSDD	▪ and accurate information? ▪ Deliberative Debate: How well are children's' rights protected and supported in the UK? **How does local democracy work?** ▪ How is local government different to national government? ▪ What do local councils do? ▪ What is the role of the local councilor? ▪ How do local elections work? ▪ Why is registering to vote so important? ▪ How can young people be involved in local decisions?	▪ Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes ▪ Use skill, imagination and peers to develop mini charity projects to benefit the wider community ▪ Organise a stall for Open Day ▪ Work within a theme and budget ▪ Create advertising materials ▪ Communicate with others ▪ Develop an understanding of buying and selling

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	Developing skills and aspirations ▪ How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity ▪ About a broad range ofcareers and the abilities and qualities required for different careers about equality of opportunity ▪ How to challenge stereotypes, broaden their horizons and how to identify future career aspirations		**Financial decision making** ▪ How to make safe financial choices ▪ About ethical and unethical business practices and consumerism ▪ About saving, spending and budgeting ▪ How to manage risk-taking behaviour

	▪ About the link between values and career choices		
Religious Education (RE)	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.		
	What does it take for a new religion to start? ▪ What is religion? ▪ Symbols ▪ How religion started ▪ What makes a good leader? ▪ Places of worship Religious artefacts	***How can people decide if God is real, and what God is like?*** ▪ Focus on key beliefs in main six world religions ▪ God in Christianity ▪ The five pillars in Islam ▪ The Trimurti in Hinduism ▪ The Holy Trinity in Christianity	***Do we need to prove God's existence?*** ▪ Explain arguments for the existence of God ▪ Explain one or more arguments for the existence of God. Contrast one argument for the existence of God with a non-religious world view for example Humanist
PSHE/Wellbeing	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.		

	Transition and safety ▪ How to identify, express and manage their emotions in a constructive way ▪ How to manage the challenges of moving to a new school ▪ How to establish and manage friendships ▪ How to improve study skills ▪ How to identify personal strengths and areas for development ▪ personal safety strategies and travel safety, e.g. road, rail and, water, fire, fireworks ▪ How to respond in an emergency situation basic first aid ▪ CPR ▪ Skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity	**Diversity** ▪ Identity, rights and responsibilities ▪ Living in a diverse society ▪ How to challenge prejudice, stereotypes and discrimination ▪ The signs and effects of all types of bullying, including online ▪ How to respond to bullying of any kind, including online ▪ How to support others **Growing up** ▪ Inside men and women ▪ How babies are made ▪ Changing bodies ▪ How to manage physical and emotional changes during puberty ▪ Personal hygiene ▪ How to recognise and respond to inappropriate and unwanted contact ▪ FGM and how to access help and support ▪ Basics of human reproduction	**Building relationships** ▪ How to develop self-worth and self-efficacy ▪ About qualities and behaviours relating to different types of positive relationships ▪ How to recognise unhealthy relationships ▪ How to recognise and challenge media stereotypes ▪ How to evaluate expectations for romantic relationships ▪ About consent, and how to seek and assertively communicate consent