Year 8 Curriculum Overview

2025-2026

Year 8 Curriculum Overview 2025-2026

	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: ▪ *Zoo* (Anthony Brown) ▪ Non-Fiction: Amazing animals ▪ *Stone Cold* (Robert Swindells ad. Joe Standerline) ▪ *Private Peaceful* (Michael Morpurgo) Writing: ▪ Narrative recount ▪ Creative writing	Reading: ▪ *Black Beauty* (Anna Sewell) ▪ WW1 Poetry ▪ Non fiction: Magazines ▪ *Journey* (Aaron Becker) Writing: ▪ Writing to describe ▪ Magazine cover and articles	Reading: ▪ *Chocolate Cake* (Michael Rosen) ▪ Gothic Fiction ▪ *Macbeth* (Shakespeare) Writing: ▪ Writing to persuade ▪ Poetry
Maths	Pupils follow the White Rose Maths schemes of work. Maths challenges, mymaths and problems solving activities support learning throughout the year.		
	▪ Fractions and percentages of amounts ▪ Operations & equations with directed number ▪ Addition & subtraction of fractions	▪ Constructing, measuring & using geometric notation ▪ Developing geometric reasoning ▪ Developing number sense	▪ Sets & probability ▪ Prime numbers and proof ▪ Ratio

	▪ Sequences ▪ Algebraic notation and substitution ▪ Expressions and equations	▪ Place value and ordering ▪ Four operations ▪ Averages and range	▪ Rounding ▪ Graphing data ▪ Fractions, decimals and percentages
	▪ Multiplication and division B ▪ Length and perimeter ▪ Fractions A	▪ Mass and capacity ▪ Fractions B ▪ Money	▪ Time ▪ Shape ▪ Statistics
	▪ Multiplication and division ▪ Fractions ▪ Position and direction	▪ Place value ▪ Money ▪ Time	▪ Place value ▪ Addition and subtraction ▪ Shape

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.		
	Autumn Term 1 **Narrative: Harry Potter 2** ▪	**Spring Term 1** **Language for Thinking: Snack Attack and Carrot Crazy (Disney Short Films)**	• **Summer Term 1** • **Vocabulary: Concepts** Cups
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
2	**Autumn Term 2** **Social Communication: SmiLE (Requesting Ice Cream)**	**Spring Term 2** **Sentence Construction: English Sentence Construction (Blooper Films)**	**Summer Term 2** **Lego Therapy:**
Language for Thinking Blanks 1-4	• Think, plan, prepare prior to interaction Identify questions I need to ask to obtain this information. Predict options	Describe, retell, explain, predict	• Executive Functioning: What information is needed when, Concept of 'check' 'review' 'help'
Social Communication	• **Confidence to enter and greet** • **Skills to ask questions, make request, clarify** **Social skills to request politely and pay**	Identify impact, funny side of bloopers,	• Work in pairs or 3s. • Be positive to others within group. Support and encourage Clarify, adapt
Stories and Personal Narratives	• Discuss experience at café. Tell stories of ice cream buying on holiday	Discuss scenario	• Take photo of child with lego model Revisit model, discuss process, strengths, difficulties
Vocabulary **Spoken/Written**	Flavours, options, shop terms,	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.		
	Food and Life ■ Definition of Life (recap) and links to organ systems ■ Food types and uses ■ The Digestive System ■ types of teeth in humans **Elements and Compounds** ■ Periodic Table ■ Types of Compound ■ Chemical equations ■ Gas tests **Heat** ■ Temperature ■ Conduction, Convection & Radiation ■ Insulation and energy conservation	**Skeletal and Muscular systems** ■ Structure and functions of the human skeleton ■ Biomechanics ■ Muscles and antagonistic muscle pairs **Rocks** ■ Types of Rock ■ Types of Weathering ■ Formation of rocks and the rock cycle ■ Fossils (basic formation) ■ Soils- being part rock, part organic materials **Forces** ■ Types of Force ■ Measuring Forces ■ Friction ■ Gravity ■ Levers ■ Pulleys ■ Basic magnets (what materials are magnets, pole to pole attraction and repulsion)	**Environmental Relationships** ■ Different habitats and what lives where ■ Types of interaction ■ Populations and collecting data ■ Energy, Biomass and environmental pyramids **Materials** ■ Identification of everyday raw materials and their finished products ■ Components of the atmosphere ■ Industrial reactions, pollution and acid rain ■ Atmospheric pollution and climate change **Electricity** ■ Circuits ■ Current, Voltage and resistance ■ Fuses and Mains electricity	

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 ▪ Conversions between Binary, Denary and Hexadecimal ▪ Compression: Lossy and Lossless ▪ Relational Databases ▪ Use of truth tables **Communication and Networks** ▪ MAC addresses ▪ LAN ▪ WAN. ▪ How people can affect a network (as a 'weak point in a network')	**Hardware and Processing** ▪ Moore's Law ▪ Low-Level Programming ▪ Multi-tasking **Programming and Developing** ▪ Nested modular programming ▪ Loops – while / for ▪ 2-D data structures ▪ Use of text-files within a program	**Algorithm** ▪ Designing algorithms ▪ Linear Searches ▪ Binary Searches ▪ Merge Sorts **Information Technology** ▪ Understands what is meant by Ethics and Law ▪ Knows the Ethical, Legal, Cultural, Environmental and Privacy issues linked to the use of computers ▪ Laws affecting ICT: Data Protection Act, Computer Misuse Act 1990, Copyright, Designs, and Patents Act 1988, Freedom of Information Act 2000 **Creative Project** ▪ Will create a product based on the stages of the project life cycle (Introduction, Analysis, Design, Implementation, Testing, Evaluation)

	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.		
	The water cycle within our world ▪ The water cycle ▪ Flooding – causes, consequences & solutions.	**How are we linked to our natural world?** ▪ What are ecosystems, biomes, fauna & flora? How does the weather influence them?	**How is the world developing?** ▪ How and who do we trade with? Why do we trade? ▪ Measuring development. Technology, transport.

Geography	- Case Studies of flooding around the world. - Fieldwork – what happens to water? - Where is water around the world? Rivers, lakes, coasts. - Visit to Carsington water museum and ecosystem.	Specific case studies of ecosystems – coral reefs, Tropical rainforests, deserts, forests, grasslands.	- Primary, secondary, tertiary and quaternary. - The impact of industry on the environment – examples of fast fashion & water. Where do things come from in the world? Clothes, food, drinks and toys. - 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.		
	8A: The Tudors Part 1 - Pupils will review sources on the Battle of Bosworth Field with a view to critically analysing which evidence we can trust. - Pupils are to learn about the importance of the Battle of Bosworth fields in forming a change of the guard and transition from the Plantagenet to the Tudor period. - Pupils are to revisit the Feudal system of the Tudor period and think about the place of religion and the Church within this system, and the differences and tensions between Catholic and Protestant religious views. - Pupils will look at Henry VIII in terms of his younger and older self, citing differences and the reason for these, looking at how we know what is known about him. - Pupils will look at the reasoning behind Henry VIII's decision to reform the church, what was he doing and why did he do it? - Pupils will look at Henry VIII's offspring in terms of their impact on the religious population of England. **8B: The Tudors Part 1** - Pupils are to focus on learning key vocabulary around the Topic of the Tudors.	**8A: The Tudors part 2** - Pupils look at the contrasting religiosity of Henry's offspring and think about what this meant for England as religious state. - Pupils learn about the story of Mary Queen of Scots and give evidentially informed reasons for why she was executed. - Pupils learn about how cause and affect may have prompted the attempted Spanish invasion of England. How and why did this happen? **The Tudors part 2** - Pupils learn about Catholics and Protestants and Henry's decision to form the Church of England in order to get divorced. - Pupils learn about Henry's Offspring, presenting a few facts about each. - Pupils to learn about the story of Mary Queen of Scots and her conflicts with Elizabeth I. - Pupils learn and write about key events around the Spanish Armada.	**8A The English Civil War** - Pupils learn who Oliver Cromwell and Charles I were, looking again at the religious influence of Catholic vs Protestant and the concept of divine right to rule. - Pupils learn about the concept of a Republic and why this was represented radical change for England. - Pupils explore why Charles I was executed and what the role of a Lord Protector is. - Pupils learn about the unpleasant features of Puritan rule under Oliver Cromwell and the reasons for the eventual return of Charles II. **The English Civil War** - Pupils to learn who Oliver Cromwell and Charles I were. - Pupils to learn key vocabulary around Cavaliers and Roundheads. - Pupils learn about the unpleasant features of Puritan rule under Oliver Cromwell and the eventual return of Charles II.

	▪ Pupils learn and storyboard the events of the Battle of Bosworth fields and the famous battle between Henry VII vs Richard III. ▪ Pupils will learn about old paintings as evidence of Historic people. ▪ Pupils to learn about the Tudor family tree beginning Henry VIII. ▪ Pupils will map out Henry VIII's personality traits. ▪ Pupils will learn about Catholics and Protestants and what Monarchs believed what.		

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.		
	Pop Art ▪ Pop Art Introduction. ▪ To research the work of Roy Lichtenstein ▪ To create ideas for a Pop Art montage ▪ To develop painting skills and to learn about the colour theory ▪ To paint all ideas for a Pop Art montage ▪ To complete a final Pop Art montage ▪ To create a portrait of self in the style of Roy Lichtenstein using the screen printing technique	**Rex Ray Card Construction** ▪ Draw directly from (or take photographs of) natural forms to inform the students' selection of shapes for collage ▪ Prepare/colour/alter/decorate paper to use as collage shapes. ▪ Draw directly from (or take photographs of) natural forms to inform the students' selection of shapes for collage ▪ Do a practical demonstration of your own, showing how to prepare/colour/alter/decorate paper to use as collage shapes. ▪ Use the papers prepared/collected in a previous session to create a small, simple layered collage ▪ Draw 2 'teardrop' shapes and decorate them using typical designs from Rex Ray's work and/or influenced by their own drawings from the (optional) natural forms drawings or their own collage samples	**Paolozzi Head Relief Sculpture** ▪ To create an artist research page on the work of Eduardo Paolozzi ▪ To design ideas to make a Paolozzi Head Relief Sculpture ▪ To construct a Paolozzi Head Relief Sculpture using cards ▪ To practise sponging techniques. ▪ To paint the Relief Sculpture

		• Start to build the three dimensional 'teardrop' form using card and strips of gum • Build the whole form, using carefully applied strips of gum-tape • Use layered collages to transform the card form to a decorative sculpture, influenced by the art of Rex Ray • Evaluation	

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.		
	Batik soft toy Owl • Design ideas for a soft toy owl • Make your owl's face and feet in fabric • Use a technique called Batik to make the fabric for the owls body and wings • Put all fabric parts together to make a soft toy owl • Analyse and evaluate	**Fab bag (Animal)** • Identify the basic textiles equipment and their uses. • How to produce an applique sample • Understand the parts of the sewing machine and how to thread the sewing machine • Understand how to produce a casing sample for drawstring bag • Understand how to create a range of design ideas • Understand how to produce a tie dye • Understand how to create a final design • Analyse and evaluate	**Apron projects** • Use a pattern • Pin and cut out fabric • Use the internet to research different images • Make an applique of a chosen image on an apron • Use a basic sewing machine on various settings • Use the iron for pressing and bonding • Analyse and evaluate

Food Technology	Pupils will be able to plan, make and evaluate a range of dishes. In theory lessons, pupils will focus on micronutrients, keeping hydrated and energy measurements. Pupils will be able to understand the links of a poor diet with related diseases. Pupils will be split into rotation with D&T.	
	Practical work will include: • Eton Mess • Rainbow Salad	**Pupils will:** • Recall and apply the principles of The Eatwell guide and tips for healthy eating.

	- Vegetable couscous - Cherry cakes/jam tarts - Mince pies - Pancakes for Shrove Tuesday - Tuna pasta bake - Guacamole with toasted pitta/bread - Fruit smoothie/Lassi	- Explain energy and how needs change through life. - Name the key nutrients, sources and functions. - Develop and demonstrate the principles of food hygiene and safety in a range of situations. - Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making. - Apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

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 Y8 covers key aspects of materials technology, project linked theory such as biomimicry as well as electronics knowledge. Pupils will make a variety of projects throughout the year, which are split into two separate rotations.	
	8A **Biomimicry Car** – design and manufacture a prototype shape for a car from softwood making use of biomimicry design strategies. **Electric Buggy** – Design and manufacture a skid steer buggy from timber and electronic components. **Night Light** – Manufacture a colour changing night light using a variety of woods, metals and plastics to learn and practise a variety of different manufacturing processes including soldering. **Coat hook** – design and manufacture a coat hook from aluminium which incorporates a hook as part of the design image.	**8B** **Biomimicry Car** – design and manufacture a prototype shape for a car from softwood making use of biomimicry design strategies. **Electric Buggy** – Design and manufacture a skid steer buggy from timber and electronic components. **Night Light** – Manufacture a colour changing night light using a variety of woods, metals and plastics to learn and practise a variety of different manufacturing processes including soldering. **Coat hook** – design and manufacture a coat hook from aluminium which incorporates a hook as part of the design image.

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.	
	Half Term 1: The World of Percussion: Tempo, rhythm, duration… and pitch? - Explore the meaning of the word Percussion. - Explore pitched and unpitched percussion. - Introduce the word durations and show that in traditional notation different durations of notes have different names: Crotchet, quaver etc… and show that they fit within a tempo. - Explore different durations of differing complexity. - Show pupils that a line of different durations creates a rhythm.	**Half Term 4: Exploring Jamaican music using Percussion** - Compare the Tempo of Ska and Reggae music and offer some background contexts on what this music is about. - Encourage pupils to either identify or independently choose a thing that they like about this music? How are they different? How might we describe them in writing? - Learn a simple Reggae rhythm by looking at the notation. - Return to three little birds, what are the durations of the main melody? How might we learn to play this melody on Steel Pans?

- Show them that adding pitch to a rhythm created 'melody' and ask them to create and perform a simple two note melody using the Agogo.
- Introduce the melody of 'three little birds' on a pitched instrument for the following topic.

8A Half Term 2: Exploring Percussive musical parts and texture

- Review the word percussion in relation to other instrument groups.
- Review and engage with traditional notation and introduce the word durations to describe different note values.
- Introduce pupils to a percussive pentatonic melody with some rhythmic complexity based on the song 'changes' by Yes. Ask pupils to attempt to learn and play this both individually and 'in unison.'
- Study the term 'in unison' as a texture compared to monophonic and polyphonic texture.
- Give examples of different textured music and use a listening test to see if pupils can identify a texture via listening/vibrations.
- Focus in on Polyphonic texture by studying an Evelyn Glennie arrangement of a Steve Reich piece: Clapping music.
- Pupils should work in pairs or as a small group to learn and perform a section of this music changing from monophonic to polyphonic texture and back to monophonic which they should arrange themselves.

- Identify some influential musicians and songwriters in these music genres.

8A Half Term 5: Using and developing non-traditional notation

- Look at Graphic notation as a non-traditional way of reading and composing music.
- Give strange and famous examples of some Graphic scores and the kind of music that has been produced from these scores. Pupils should be encouraged to comment on this.
- Return to the key elements of music including melody, dynamics and texture.
- Explore and encourage pupils to choose how they might represent melody, textures and chords using non-traditional shapes, colours, size and space.
- Ask pupils to produce a graphic score representative of a performance that they have created and practiced in pairs. (Pupils may need guidance and a few parameters on the sequencing and ordering of their compositions.)
- Pupils will explain and perform their scores to camera by answering questions on how they represented changed in dynamics and texture within their scores.

The Curriculum aims to develop pupils' performance skills and confidence through creative group work.

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

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.		
	How does the political system work in the UK? - What is the difference between government and parliament? - How do elections work? - What do political parties do? - What do MPs do? - How is the UK government organised? - How does devolved government work? **How does the media affect us?** - What is news? - What responsibilities does the media have? - What is the role of the media in a democracy? - How does the media hold those in power to account? - Should we believe everything we read? - Does the media create more harm than good?	**What is the law and how is it changed?** - What are laws? - How are laws made? Criminal vs Civil law - Can citizens change laws? - Should the age of criminal responsibility be changed? - How is the criminal justice system applied to young people? - Deliberative debate: should we review the age of criminal responsibility? **How can citizens bring about change?** - How do citizens take action? - What is the role of pressure groups, protest groups and social movements? - How can we campaign and influence change? - Why do changemakers play an important role in democracy? - Why and how should citizens take action? - What can effective change look like?	**Why was the struggle for the vote important today?** - How have our political rights changed over time? - How did the Chartists affect the political rights we have today? - Which methods were most successful in the fight for female suffrage? - Why does voting matter? - Should 16 and 17 year olds be allowed to vote in elections? - How can we exercise democratic rights without a vote? **School Enterprise Project** - 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	

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.		
	Community and careers ▪ About equality of opportunity in life and work ▪ How to challenge stereotypes and discrimination in relation to work and pay ▪ About employment, self-employment and voluntary work ▪ How to set aspirational goals for future careers and challenge expectations that limit choices		**Influences** ▪ Who influences me? ▪ What influences my future choices? **Jobs & Wages** ▪ Different jobs and wages ▪ Impact of wages on spending
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.		
	How and why do believers show their commitments during the journey of life? **What is good and challenging about being a Christian and Jew in Britain today?** **Birth** **Adolesence** ▪ Reasons why life is often described as a journey ▪ Why rituals of belonging are important ▪ Why baptism is important to some Christians. ▪ Why the ceremonies and celebrations of Bar and Bat Mitzvah are important to some Jewish people. ▪ Why the ceremony of the Sacred Thread is important to Hindu people	**How and why do believers show their commitments during the journey of life?** **What does marriage mean for Christian and Hindu people?** **Marriage** ▪ Explain why marriage is important to some Christians and some Hindu people. ▪ How marriage is marked and celebrated through ceremony in Christianity and Hinduism ▪ Explain beliefs and practices in a Christian and Hindu marriage ceremony ▪ Describe what happens at a secular non-religious marriage ceremony in a civil ceremony	**How and why do believers show their commitments during the journey of life?** **End of Life** ▪ Explain why death is an important time to be marked with a ceremony for Christian, Muslim and Sikh people ▪ Describe and explain the beliefs and practices in Christianity, Islam and Sikhism in a funeral to mark the end of life

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.		
	Drugs and Alcohol ▪ Medicinal and recreational drugs ▪ The over-consumption of energy drinks ▪ The relationship between habit and dependence ▪ How to use over the counter and prescription medications safely ▪ How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes ▪ How to manage influences in relation to substance use ▪ How to recognise and promote positive social norms and attitudes	**Discrimination** ▪ How to manage influences on beliefs and decisions ▪ About group-think and persuasion ▪ How to develop self-worth and confidence ▪ About gender-based discrimination ▪ How to recognise and challenge homophobia and biphobia ▪ How to recognise and challenge racism and religious discrimination **Emotional wellbeing** ▪ About attitudes towards mental health ▪ How to challenge myths and stigma ▪ about daily wellbeing ▪ How to manage emotions ▪ How to develop digital resilience ▪ about unhealthy coping strategies (e.g. self-harm and eating disorders) ▪ About healthy coping strategies	**Identity and relationship** ▪ The qualities of positive, healthy relationships ▪ How to demonstrate positive behaviours in healthy relationships ▪ Gender identity and sexual orientation ▪ Forming new partnerships and developing relationships ▪ The law in relation to consent ▪ The legal and moral duty is with the seeker of consent ▪ How to effectively communicate about consent in relationships ▪ The risks of 'sexting' and how to manage requests or pressure to send an image ▪ Basic forms of contraception, e.g. condom and pill **Digital Literacy** ▪ Online communication ▪ How to use social networking sites safely ▪ How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation ▪ How to respond and seek support in cases of online grooming ▪ How to recognise biased or misleading information online ▪ How to critically assess different media sources ▪ How to distinguish between content which is publicly and privately shared ▪ Age restrictions when accessing different forms of media and how to make responsible decisions ▪ How to protect financial security online ▪ How to assess and manage risks in relation to gambling and chance-based transactions