

Ethics, Philosophy and Citizenship 5 Year Curriculum Plan

Year 7	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Getting to know yourself.	Health and Wellbeing.	Keeping Safe.	Living in the Wider World.	Money and Finances.	Celebrating our differences.
Key Question.	Who am I?	Why is a good mental health important?	Why does the government legislate against certain types of drugs?	Why is democracy important?	Why is it important to understand how your money works?	Why is it important to understand others around you; both local and international?
Knowledge.	Knowing yourself, who am I and how can I get to know myself. Rules in the community, why are rules important and also difficult to establish. Friendships, meeting new people and how to maintain friendships. What is a personal brand, how can we be safe online?	What is a healthy lifestyle? Introducing the key elements of a healthy lifestyle, exercise, diet, mental health. What do we all need to consider ensuring we are healthy, where can we get advice and what little changes can we make?	Understanding the issues of smoking, vaping, drugs, and drinking. The laws surrounding them, how they can affect people, and the impacts they can have on people's lives	What is democracy and what are the different types. Who are the different political parties and how do elections work? How do local and national councils work, how do they implement laws. How does government affect the economy?	What age can you start working, how can you plan your money, and ensure the financial journey is a secure one. Where can we get support when we have financial dilemmas? How can gambling cause financial issues.	Understanding others is key to promoting a caring society, so we are exploring what make others different. We are examining Autism, Dyslexia, ADHA. What does it mean to have a disability? What is ageism, sexism, xenophobia, and racism?
Skills.	Communication, reflection, expression, Interpretation, Analysis.	Communication, reflection, evaluation, Research, Interpretation.	Communication, Empathy, Reflection, Expression.	Communication. Empathy, Research, Reflection, Expression, Communication, Evaluation, Interpretation.	Communication, problem solving. Empathy, Research, Interpretation, Analysis.	Communication. Empathy, Reflection, Expression, Communication, Evaluation, Research, Interpretation.
Concepts.	Getting to know yourself.	Health and Wellbeing.	Keeping Safe.	Living in the Wider World.	Money and Finances.	Celebrating our differences.
Links to British Values.	Individual liberty; Mutual Respect; Tolerance.	Mutual Respect; Tolerance.	The Rule of Law; Individual liberty; Mutual Respect.	Rule of Law; Democracy; Individual liberty.	Rule of Law, including civil law; Individual liberty.	Freedom; Mutual Respect; Tolerance; Rule of Law.
Keywords.						
Links to prior learning.	Students will develop and build on skills taught at KS2, to gain a better understanding of themselves.	Students will build on their knowledge of health and wellbeing to promote this in their own lives.	In this topic students will build on their prior understanding of the law around drugs and alcohol.	Students will build on previous learning to help them better understand the role of democracy and government.	Students will build on their knowledge from KS2 to help them understand finance and money.	Students will gain a better understanding of the people around them, different traits, and why we are all unique and deserve respect.
Links to future learning.	Our students will develop their knowledge and understanding of EPC, PHSE, Citizenship and Careers in year 8, by building on the foundations they have been given in year 7. Topics are age appropriate and serve as building blocks to the next year of learning.					
Assessment.	Peer and self-assessment opportunities are embedded throughout each topic to ensure we can respond to the understanding students have. At the end of each topic a piece of work will be teacher assessed, this is to inform understanding and support us in developing the curriculum in response to misconceptions.					

Year 8.	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Personal Development.	Health and Wellbeing.	Living in the wider world.	Keeping safe.	Britain and British Values.	Rights and Responsibilities.
Key Question.	How can you plan for the future?	What can you do to help your mental health?	Do we have a responsibility to help others?	Can we trust everyone we meet?	Why is it important to understand British Values?	Why should we all act more responsible in life?
Knowledge.	How can we keep ourselves healthy? What needs to happen to have good personal hygiene, especially focusing on oral hygiene. Immunisations what are they and how do vaccinations help. Why is sleep and water important in our life?	The biggest focus of this topic is mental health and how we can cope and manage stress and anxiety. Students will look at the importance of knowing and having strategies to support having a healthy work/life balance, which includes leisure and exercise to support a positive mental health. Students will look at mental health issues such as self-harm and strategies to cope with this. Big focus is on mindfulness and emotional awareness.	After looking at radicalisation and grooming in the previous keeping safe topic, students will now look at different types of extremism (white extremism and religious extremism) They will look at prevent and understand what this is and why it is important. They will identify what a dictator is and then look at persecution.	Internet safety is revisited and developed further in this topic. Focusing heavily on how it can be used to radicalise and groom people. Students will then focus on stereotyping, discrimination and prejudice – especially focusing on teens and disability.	Many of the British Values are touched upon in year 7. We are being on this exploring: What they are; different political parties; British electoral system; democracy; British Courts; the Four F's; threats to our way of life.	This topic looks at the right so people and how the rights people have is not experiences everywhere. Workers' rights will be looked at and how the rights of some workers are not always correct resulting in some schemes such as Fair trade. Students will see how prejudice and discrimination can be a barrier to people of certain religions. How human rights in some countries are not equal meaning issues such as human trafficking can occur. Also, child rights, what this is. Then students will look at foreign aid, what it is and should the UK send this to other places
Skills.	Reflection and decision making.	Reflection and communication.	Communication and empathy.	Evaluation, Empathy, Reflection.	Communication, Interpretation, Expression, Analysis.	Communication, Empathy, Decision making.
Concepts.	Personal Development.	Health and Wellbeing.	Living in the wider world.	Keeping safe.	Britain and British Values.	Human Rights.
Links to British Values.	Individual liberty; Tolerance.	Mutual Respect; Tolerance.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty; Democracy.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty; Democracy.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty; Democracy.
Keywords.						
Links to prior learning.	Students will continue to develop their understanding of how to lead healthy lives.	The students will build on prior learning, developing coping strategies to improve mental health.	Students will improve their understanding of Britishness and Democracy.	Students will continue to build on their understanding of the law to ensure they are safe.	The students will develop their understanding of democracy and British Values.	Student will build on prior learning to continue to help them understand human rights and the wider world.
Links to future learning.	Our students will develop their knowledge and understanding of EPC, PHSE, Citizenship and Careers in year 9, by building on the foundations they have been given in year 7 and the topical issues explored in year 8. Topics are age appropriate and serve as building blocks to the next year of learning.					
Assessment.	Peer and self-assessment opportunities are embedded throughout each topic to ensure we can respond to the understanding students have. At the end of each topic a piece of work will be teacher assessed, this is to inform understanding and support us in developing the curriculum in response to misconceptions.					

Year 9.	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	Peace and Conflict.	Keeping Safe.	Matters of life and death.	Personal Development.	Relationship and Sex Education.
Key Question.	Why is it hard to create peace by easy to create conflict?	What are the consequences of bad behaviour?	Why is the sanctity of life important?	Why is understanding others important?	Why is RSE important?
Knowledge.	Understanding peace/conflict – NATO/UN – Holy War – Just War theory – Challenges to NATO/UN – Terrorism – 911.	Knife crime – Anti-social behaviour – County Lines – Acid Attacks – Young offenders and the Law.	Christians and the afterlife – non-religious beliefs in the afterlife – Abortion – Euthanasia – Designer babies – Born for a purpose.	Gender identity – conflict management – sexism – discrimination – racism – hate crimes – homelessness.	Abusive relationships – STIs/STDs – Teen pregnancies – consent – first experience – different types of relationships.
Skills.	Empathy, reflection, communication, evaluation, interpretation.	Empathy, reflection, expression, analysis, communication, evaluation.	Empathy, reflection, expression, evaluation, communication, interpretation, analysis.	Empathy, reflection, expression, analysis, communication, evaluation.	Empathy, reflection, expression, communication, evaluation, interpretation, analysis.
Concepts.	Peace and conflict in the world today.	Responsibility	Death, Sanctity of Life, afterlife, technology.	Empathy and understanding oneself.	Safe sex.
Links to British Values.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.	Tolerance; Mutual Respect; Rule of Law; Individual Liberty.
Keywords.					
Links to prior learning.	Students will build on knowledge gained in year 7 and 8 RE.	Crime and punishment RE Y8. Personal safety year 8.	Students will build on knowledge gained in year 7 and 8 RE.	Marriage and the family RE. Personal development year 8.	Student will continue to build up the knowledge they acquired in RSE years 7 and 8.
Links to future learning.	This will allow students to have a better understand of RS GCSE.	Crime and punishment in RS. Personal safety in year 10.	This will allow students to have a better understand of RS GCSE.	Crime and punishment in RS. Personal safety in year 10.	These issues will be explored in more depth in year 10 and 11.
Assessment.	Peer and self-assessment opportunities are embedded throughout each topic to ensure we can respond to the understanding students have. At the end of each topic a piece of work will be teacher assessed, this is to inform understanding and support us in developing the curriculum in response to misconceptions.				

Year 10.	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Personal Development.	Health and wellbeing.	Keeping Safe.	World Culture.	Keeping Safe Online.	Relationships.
Key Question.	How do you promote yourself?	Why is it important to understand your own triggers?	Why should you be careful when out and about?	Why are we called the human race?	What issues can social media cause?	Why do we have relationship education?
Knowledge.	In this topic they look at their own personal brand especially as they move towards the next steps in their education. They look at their online presence and how this is very important. To support them in the changes leading up to leaving school how to cope with change is investigated, as well as interview skills and how we can build confidence and self-esteem. Looking at the labour market and how they can use this information in their future.	We look at a range of topics that students will have to make decisions about as they grow such as binge drinking, tattoos, piercings, and the use of the internet. Students will also investigate some of the issues people may face in their life such as managing loss, social anxiety, mental health issues and suicide.	This topic is focused on safety in the community. Students will look at the issues of knife crime, county lines, gang culture acid attacks and anti-social behaviour. Linking to each of these they will look at the law and young offenders. The aim is to keep all our students safe in and out of school.	In this topic we will investigate identity and diversity along with multiculturalism is focused on at the start of the topic. Then the right to protest, followed by issues such as extremism and terrorism are discussed. The topic ends looking at community cohesion.	Social media plays a huge role in many people's lives. The question students will be focusing on 'What issues can social media cause?' The topic looks at issues like gambling, cybercrime, cyber bullying, the dark web, fake news and also health distortion. The topic ends with looking at the law and the web.	Throughout this topic students have the opportunity to revisit some key issues as well as developing a new understanding of other issues. Consent is once again explored to continue to develop students' awareness of this. Abusive relationships are looked at identifying the signs and how to cope with these. Different partnerships such as civil partnerships and marriages. Issues such as child sexual exploitation and grooming are both looked at too.
Skills.	Communication, problem solving, Empathy, Research, Interpretation, Analysis.	Communication, problem solving, Empathy, Research, Interpretation, Analysis.	Empathy, reflection, expression, communication, evaluation, research, analysis.	Empathy, reflection, expression, communication, evaluation, interpretation, analysis.	Empathy, reflection, expression, communication, interpretation, analysis, research.	Empathy, expression, analysis, interpretation, communication, reflection, research.
Concepts.	Health and Wellbeing, living in the wiser world.	Health and Wellbeing.	Wellbeing and living in the wider world.	Living in the wider world.	Online safety.	Relationships.
Links to British Values.	Individual liberty, Mutual respect.	Mutual respect, Tolerance.	The rule of law, Tolerance, Individual liberty.	The rule of law, Tolerance, Individual liberty, Mutual respect.	The rule of law, Individual liberty, Mutual respect.	The rule of law, Individual liberty, Mutual respect, Tolerance.
Keywords.						
Links to prior learning.	Students will continue to develop their sense of their own personal development.	Students will develop their understanding of their own likes, dislikes, and triggers.	This topic continues to develop student understanding of how to be safe.	Students will continue to develop their understanding of British Values.	Students will develop their knowledge of internet safety.	Students have had the opportunity to develop their understanding of RSE.
Links to future learning.	Our students will develop their knowledge and understanding of EPC, PHSE, Citizenship and Careers in year 10, by building on the foundations they have been given in year 7 and the topical issues explored in year 8 and 9. Topics are age appropriate and serve as building blocks to the next year of learning.					
Assessment.	Peer and self-assessment opportunities are embedded throughout each topic to ensure we can respond to the understanding students have. At the end of each topic a piece of work will be teacher assessed, this is to inform understanding and support us in developing the curriculum in response to misconceptions.					

Year 11.	Topic 1	Topic 2	Topic 3
	Health and Wellbeing.	Becoming a responsible adult.	Relationship, Sex and Health.
Key Question.	Why do you need to know yourself?	What does it mean to be an adult?	Why is understanding sexual and general health important?
Knowledge.	As students continue to grow the question 'Why do you need to know yourself' is the big question. Students have the opportunity to look at mental health building on their existing knowledge, they also look at how they can support themselves in times of stress. They look at alcohol, teen drinking and the impact alcohol can have on children. Drugs and the impacts they can have are also investigated.	'What does it mean to be an adult' is the key question for this topic. Students will look at voting and how it can make a difference. They focus on finance, looking at bills and debt and mortgages. Driving and the law along with crime and its impacts are also looked at.	This is the final SRE topic for students and the question is 'Why is understanding sexual and generic health important?' They look at relationships and the different types of relationships. They look at marriage and cohabitation. Contraception and STI's along with the importance of checking their health and why it is important.
Skills.	Communication, problem solving. Empathy, Research, Interpretation, Analysis.	Communication, problem solving. Empathy, Research, Interpretation, Analysis.	Communication, problem solving. Empathy, Research, Interpretation, Analysis.
Concepts.	Health and Wellbeing, living in the wider world.	Being a responsible adult.	Sexual health and relationships.
Links to British Values.	The rule of law, Tolerance, Individual liberty, Mutual respect.	Mutual respect, Individual liberty, The rule of law, Tolerance.	Mutual respect, Individual liberty, The rule of law, Tolerance.
Keywords.			
Links to prior learning.	Students will continue to develop their understanding of age-appropriate behaviour as well as healthy living.	Student will build on knowledge from different areas of the curriculum to help them understand adulthood.	Students will continue to develop their understanding of different types of relationships as well as sexual health.
Links to future learning.	Student will have the opportunity in life to develop their own individual understand of PSHE, SMSC, British Values etc., to help them to become productive members of society.		
Assessment.	Peer and self-assessment opportunities are embedded throughout each topic to ensure we can respond to the understanding students have. At the end of each topic a piece of work will be teacher assessed, this is to inform understanding and support us in developing the curriculum in response to misconceptions.		