



KEY STAGE 3 CURRICULUM MAP

2020-2021

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| | Personal, Social, Health, Economic Education |
| | Relationship and Sex Education |
| | Citizenship |

| KEY SKILL | DEFINITION | WHAT IT MIGHT LOOK LIKE IN THIS SUBJECT |
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| Literacy | <i>Competence in reading and writing</i> | Reading a covid-19 lockdown diary |
| Communication | <i>Ability to impart or exchange ideas by verbal or written means</i> | Discussing with a partner how to keep mentally healthy |
| Understanding | <i>Knowledge specific to a theme, concept, or unit of work</i> | Learning how the UK Parliament is elected |
| Metacognition | <i>Awareness, understanding, and reflection of one's own thought process and learning style</i> | Thinking about <u>how</u> you decide what are "good" or what are "bad" qualities in a person |
| Analysis and Evaluation | <i>Examination of the elements or structure of a topic or idea, and the ability to determine its positive or negative components</i> | Ranking the qualities in a good friendship from most to least important |
| Numeracy | <i>Competence in understanding or utilising numbers</i> | Working out how many MPs are required to achieve a majority |
| Creativity | <i>Use of imagination, original ideas, or artistic prowess to create</i> | Designing a comic strip which tells the story of overcoming bullying |

YEAR 7

| Unit | Lesson Number | Lesson | Your Child Will Learn | Key Skills |
|-----------------------------|---------------|---|--|---|
| Lifestyle and Mental Health | 1. | Coronavirus | The importance of talking about your problems and experiences How to talk about your experience during lockdown | Literacy Communication Understanding |
| | 2. | Handling Changes | The nature of change What can happen to your mental health during a change Coping mechanism for drastic life changes How to prepare for changes that may happen in the future | Understanding Metacognition Literacy |
| | 3. | Making Positive Choices | The difference between a good choice and a bad choice How the interconnected nature of our society means all choices affect someone else How to make choices considerate of others | Metacognition Analysis and Evaluation |
| | 4. | What is Mental Health? | What physical and mental health are The difference between physical health and mental health The indicators of poor mental health How to maintain good mental health How to contact organisations and charities to support their mental health | Understanding Metacognition Analysis and Evaluation |
| | 5. | Relationships ¹ and your Mental Health | What is meant by the term 'relationship' The various types of platonic relationships | Communication Understanding Metacognition |

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| | | | <p>The difference between a healthy and unhealthy relationship</p> <p>The importance of relationships to mental health and the human experience</p> | <p>Analysis and Evaluation</p> |
| | 6. | Positive Attributes | <p>The positive qualities they can develop such as resilience, integrity, and self-respect</p> <p>How to apply one's positive attributes and qualities to life's difficulties</p> | <p>Literacy</p> <p>Communication</p> <p>Metacognition</p> |
| Physical Health | 7. | Personal Hygiene | <p>What personal hygiene is</p> <p>How diseases and viruses, such as covid-19, are spread amongst the population</p> <p>How to advise others about maintaining good hygiene</p> | <p>Literacy</p> <p>Understanding</p> |
| | 8. | Healthy Eating | <p>How to read a nutrition label</p> <p>The meaning of nutrition terminology such as calories, carbohydrates, and fat</p> <p>The NHS's guidelines for a healthy diet</p> <p>The consequences of poor diet</p> <p>How to make a healthy meal plan</p> | <p>Understanding</p> <p>Numeracy</p> <p>Analysis and Evaluation</p> |
| | 9. | Importance of Exercise | <p>The positive contribution regular exercise can make to physical and mental health</p> <p>The NHS's guidelines for sufficient daily exercise</p> <p>The effect a calorie surplus or a calories deficit can have on weight and lifestyle</p> <p>How to find a type of exercise you enjoy</p> | <p>Understanding</p> <p>Numeracy</p> <p>Analysis and Evaluation</p> |
| | 10. | Design a Poster | <p>How to design a poster that promotes a change positive to one's lifestyle or mental health</p> | <p>Creativity</p> <p>Analysis and Evaluation</p> |

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|-------------------------------------|-----|----------------------------|---|--|
| Bullying and Internet Safety | 11. | Bullying | <p>The definition of bullying</p> <p>The multi-dimensional nature of bullying (eg bullying is more than just name-calling)</p> <p>The types of bullying</p> <p>The impact bullying can have on victims</p> <p>What The Astley Cooper School's anti-bullying policy isⁱⁱ</p> <p>How to contact organisations, charities, or a trusted adult to discuss or report bullying</p> | Understanding Analysis and Evaluation |
| | 12. | Cyberbullying | <p>How to evaluate the positive and negatives aspects of the internet</p> <p>The definition of cyberbullying</p> <p>What to do if you are or a friend is being cyberbullied</p> <p>The laws around bullying and cyberbullying</p> <p>How to contact organisations, charities, or a trusted adult to discuss or report cyberbullying</p> | Communication Understanding Metacognition Analysis and Evaluation |
| | 13. | Keeping Safe Online | <p>How criminals and bullies can take advantages of people online</p> <p>The warning signs of internet scams</p> <p>How to stay safe online and avoid dangers</p> <p>How to post things online is a safe and responsible way</p> <p>The irreversible nature of internet publications (eg once you post something, it will be online forever)</p> | Understanding Metacognition Analysis and Evaluation |
| | 14. | Online Grooming | <p>How to spot an online predator</p> <p>What online grooming is</p> <p>The impact that online grooming can have on victims</p> <p>What to do if you think you or a friend is being groomed online</p> | Understanding Analysis and Evaluation |

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| | | | How to contact organisations, charities, or a trusted adult to discuss or report online grooming | |
| | 15. | Peer Pressure | <p>What peer pressure is and what it can look like</p> <p>The types of peer pressure (eg direct pressure, subtle pressure)</p> <p>How to resist peer pressure</p> <p>The negative consequences peer pressure can have</p> | <p>Literacy</p> <p>Communication</p> <p>Understanding</p> <p>Metacognition</p> <p>Evaluation and Analysis</p> |
| | 16. | Rumours | <p>What rumours are</p> <p>The effect rumours can have on people</p> <p>How to avoid spreading rumours</p> | <p>Literacy</p> <p>Communication</p> <p>Understanding</p> |
| | 17. | Illustrated Comic | How to design a comic strip that reflects a story | <p>Creativity</p> <p>Literacy</p> <p>Evaluation and Analysis</p> |
| Relationships and Gender | 18. | Types of Relationships ⁱ and Friendships | <p>The types of relationships and how they can benefit someone</p> <p>How to be self-reflective about your contribution to a friendship</p> <p>The qualities that make a good friend</p> | <p>Literacy</p> <p>Communication</p> <p>Metacognition</p> |
| | 19. | Relationship Abuse | <p>What relationship abuseⁱⁱⁱ is, and the different forms it can take (eg physical, verbal, mental)</p> <p>How to spot signs of control in a relationship</p> <p>The impact abuse can have on someone</p> <p>How to contact organisations, charities, or a trusted adult to discuss or report abuse</p> | <p>Communication</p> <p>Understanding</p> <p>Analysis and Evaluation</p> |

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| | 20. | Romantic Relationships | <p>The importance of love^{IV} to the human experience</p> <p>Why adults choose to enter into romantic relationships</p> <p>That a lifestyle without romantic relationships (e.g. never marrying) is as valid and happy as a lifestyle with romantic relationships</p> <p>The importance of waiting until you are ready to enter into a romantic relationship</p> <p>Consent is necessary to begin a romantic relationship</p> <p>The current legal UK definition of marriage</p> <p>The advantages and disadvantages of a married life</p> <p>The prison sentences for forced marriages</p> | <p>Literacy</p> <p>Understanding</p> <p>Analysis and</p> <p>Evaluation</p> |
| | 21. | Romantic Diversity (LGB) | <p>The definition of the terms <i>lesbian</i>, <i>gay</i>, <i>bisexual</i>, and <i>transgender</i> as well as other relevant and age-appropriate LGBTQ+ terminology</p> <p>That being LGB is about love (eg a gay man is a man that <i>falls in love with</i> another man)</p> <p>That romantic attraction sits on a scale rather than as a binary</p> <p>What happened at The Stonewall Riots</p> <p>How to treat LGB people with respect</p> <p>How to contact organisations, charities, or a trusted adult to discuss gender or romantic orientation issues</p> | <p>Communication</p> <p>Understanding</p> <p>Analysis and</p> <p>Evaluation</p> |
| | 22. | Gender | <p>The difference between gender (determined by culture and society) and sex (determined by biology and anatomy)</p> <p>What it means to be transgender</p> <p>How to treat transgender people with respect</p> | <p>Understanding</p> <p>Analysis and</p> <p>Evaluation</p> <p>Communication</p> |

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| | 23. | Transgender and Non-Binary Identities | <p>The difference between expression (cultural markers of gender such as clothes and hairstyles) and identity (an inner sense of self)</p> <p>What it means to be cisgender (eg born male, identify as male), transgender (eg born male, identify as female), and non-binary (eg born male, identify as neither male nor female)</p> <p>How to treat transgender and non-binary people with respect</p> | <p>Communication Understanding Analysis and Evaluation</p> |
| Community | 24. | What is Citizenship? | <p>What is meant by the term 'citizenship'</p> <p>What it means to be a good or bad citizen in a community</p> | <p>Metacognition Analysis and Evaluation</p> |
| | 25. | Your Community and You | <p>The definition of community</p> <p>The types of communities (eg religious, racial, geographic)</p> <p>The importance of community and unity</p> <p>How to think about communities we are part of, and communities we aspire to be part of</p> <p>The contribution you make to a community</p> | <p>Communication Metacognition</p> |
| | 26. | Your Country and You | <p>The constitutional composition of the United Kingdom</p> <p>How the UK functions including the nature of the devolved administrations (eg Scottish Parliament)</p> <p>What patriotism is</p> <p>The advantages and disadvantages of being patriotic</p> | <p>Understanding Metacognition Analysis and Evaluation</p> |
| | 27. | Community Cohesion | <p>The statistics that represent modern Britain's diversity</p> <p>The historical reasons that explain Britain's diversity (eg colonialism, the Windrush Generation)</p> <p>The benefits of diversity and multiculturalism</p> | <p>Numeracy Communication Understanding Metacognition</p> |

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| Climate Change and Puberty | 28. | What is Climate Change? | The difference between climate and weather What climate change is The impact climate change is having and will have on the planet | Understanding Analysis and Evaluation Numeracy |
| | 29. | Humans and Climate Change | What greenhouses gasses are, and how human industrial/technological development has caused an increase in greenhouse gasses The behaviours and activities of humans that cause climate change (eg deforestation, eating meat) How to self-reflect on our environmental impact | Communication Understanding Metacognition Analysis and Evaluation |
| | 30. | Puberty | What puberty is and how it can affect us physically, emotionally, and behaviourally The physical changes to the human body during puberty The changes to genitalia during and after puberty (change in penis shape/size, erections, vaginal discharge, menstruation) The plurality in body shape/size; how all bodies are inherently valid and worthy of respect What masturbation is | Communication Understanding |
| Government | 31. | Facts and Opinions | The difference between a fact and an opinion What is meant by the terms “subjective” and “objective” What a fact-checker is How to form an opinion that is based on or informed by facts | Literacy Communication Understanding Metacognition Analysis and Evaluation |
| | 32. | Government | The definition of ‘government’ Types of governments (dictatorship, democracy, and anarchy) How the UK Parliament works | Communication Understanding Numeracy |

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| | 33. | Political Parties | What a political party is The key policies and general ideologies of the Conservative and Labour parties ^{vi} | Understanding Analysis and Evaluation |
| | 34. | Make Your Own Political Party | How to read and understand UK political parties' posters and adverts How to design an effective campaign poster | Literacy Communication Metacognition Analysis and Evaluation Creativity |
| | 35. | Debate | How parliamentary debates work in the UK Parliament How to conduct a respectful and professional debate | Communication Metacognition Analysis and Evaluation |

YEAR 8

| Unit | Lesson Number | Lesson | Your Child Will Learn | Key Skills |
|-----------------------|---------------|----------------------------|---|---|
| Healthy Body and Mind | 1. | Coronavirus | The importance of talking about your problems and experiences How to talk about your experience during lockdown | Literacy Communication Understanding |
| | 2. | What is Mental Health? | What physical and mental health are The signs of good and poor mental health About celebrities and pop culture icons who have had mental health crises How to manage their mental health How to contact organisations, charities, or a trusted adult to discuss mental health | Communication Understanding Analysis and Evaluation |
| | 3. | Confidence and Self-Esteem | The definition of self-esteem The importance of believing in yourself Ways to build confidence and self-esteem | Literacy Metacognition |
| | 4. | Diet and Exercise | The health risks associated with poor lifestyle choices How to eat in a healthy and balanced way How to make a meal plan The benefits of exercise What calories are and how they affect the body | Literacy Understanding Analysis and Evaluation Creativity Numeracy |
| | 5. | Mental Health Conditions | The difference between “just feeling a bit sad” and depression The symptoms and treatments for common mental health conditions (eg anxiety, anorexia, PTSD) | Literacy Understanding Analysis and Evaluation Creativity Communication |

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| Relationships | 6. | Successful and Fulfilling Relationships | <p>The types of relationships¹ and how they can benefit someone</p> <p>How to be self-reflective about your contribution to a friendship</p> <p>The qualities that make a good friend</p> | <p>Literacy</p> <p>Communication</p> <p>Metacognition</p> |
| | 7. | Being Social and Being Lonely | <p>The importance of clubs, school groups, and extracurricular activities</p> <p>How being social is a fundamental part of human nature</p> <p>How to combat loneliness and feelings of isolation</p> <p>The effect loneliness can have on our physical and mental health</p> <p>How to contact organisations, charities, or a trusted adult to discuss feelings of loneliness</p> | <p>Understanding</p> <p>Analysis and Evaluation</p> |
| | 8. | Romantic Orientation and Gender Identity (LGBT+) | <p>Key statistics and figures that demonstrate the struggle of LGBT+ communities internationally</p> <p>That being LGBT+ is not a choice</p> <p>The difference between sex (determined by biology and anatomy) and gender (determined by culture and society)</p> <p>Terminology for LGBT+ people (eg gay, lesbian, transgender)</p> <p>How to treat LGBT+ people with dignity and respect</p> <p>How to contact organisations, charities, or a trusted adult to discuss LGBT+ issues</p> | <p>Understanding</p> <p>Numeracy</p> <p>Literacy</p> <p>Analysis and Evaluation</p> |

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| | 9. | Menstruation | <p>What menstruation is and how it works in the body</p> <p>What to do during a period (eg using sanitary pads)</p> <p>That menstruation does <u>not</u> impact on a girl/woman's ability to think clearly or lead a normal life</p> <p>The signs that your menstruation is unhealthy, and when to contact a GP or hospital</p> | <p>Understanding</p> <p>Literacy</p> |
| Society | 10. | Active Citizenship | <p>How our choices impact on our community and on ourselves</p> <p>How to make good choices</p> <p>The benefits of voluntary work</p> | <p>Understanding</p> <p>Analysis and Evaluation</p> <p>Creativity</p> <p>Communication</p> <p>Metacognition</p> |
| | 11. | Stereotypes and Unconscious Bias | <p>What a stereotype is^{vii}</p> <p>The damage stereotypes can have on certain social groups</p> <p>What unconscious bias is</p> <p>How to challenge unconscious bias</p> | <p>Understanding</p> <p>Analysis and Evaluation</p> <p>Communication</p> <p>Metacognition</p> |
| | 12. | Black Lives Matter | <p>The positive contribution people of colour have made to life in Britain</p> <p>The difference between personal racism and systemic racism</p> <p>Statistics which demonstrate racial disparity</p> <p>What it means to be anti-racist</p> <p>A brief history of race in Britain (eg slavery, colonialism, Brixton riots)</p> <p>About the killing of George Floyd and the resulting Black Lives Matter movement</p> | <p>Understanding</p> <p>Analysis and Evaluation</p> <p>Metacognition</p> <p>Numeracy</p> <p>Literacy</p> |

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| | 13. | Parliament | <p>Why an interest in politics is important The direct impact politics can have on their lives (eg introduction of minimum wage, lockdown restrictions)</p> <p>That the UK is a representative democracy How the UK Parliament functions and is elected</p> | <p>Understanding Numeracy</p> |
| The World of Work | 14. | The Economy | <p>What is meant by the term “economy” What is meant by GDP and why it matters The size of certain countries’ GDPs What can happen to a country if the economy grows, and if the economy shrinks</p> | <p>Understanding Analysis and Evaluation Numeracy</p> |
| | 15. | Making Career Choices | <p>The difference between a job and a career How to make good career choices How to think about the long-term Important things to consider before choosing a job or career (eg responsibilities, salary) How to read and respond to job adverts</p> | <p>Analysis and Evaluation Numeracy Literacy</p> |
| | 16. | Career Presentations | <p>How to give a presentation on a type of career analysing the pros and cons</p> | <p>Creativity Communication</p> |

YEAR 9

| Unit | Lesson Number | Lesson | Your Child Will Learn | Key Skills |
|----------------------------|---------------|-------------|--|--|
| Health and Substance Abuse | 1. | Coronavirus | The importance of talking about your problems and experiences How to talk about your experience during lockdown | Literacy Communication Understanding |
| | 2. | Alcohol | What alcohol is and the types of products that contain it The laws around alcohol Why some people choose to drink alcoholic beverages The negative consequences of irresponsible or prolonged consumption of alcoholic beverages | Understanding Literacy Numeracy |
| | 3. | Tobacco | The effects smoking tobacco has on the body About case studies of former smokers who suffered from diseases linked to their tobacco addiction How to resist peer pressure if a friend wants you to start smoking | Understanding Communication |
| | 4. | Drugs | What is meant by the term 'drug', and the difference between legal drugs (eg caffeine) and illegal drugs (eg cocaine) The three classes of drugs in UK law The current prison sentences in UK law for consuming or selling illegal drugs The impact misuse of illegal drugs can have on physical and mental wellbeing About case studies of former drug users who suffered from diseases linked to their addiction | Understanding Literacy Communication |

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| Bodily Integrity | 5. | Consent and Sexting | <p>What consent is and why it is important before entering into a romantic relationship</p> <p>The current prison sentences in UK law for rape and sexual assault</p> <p>The dangers of and legalities around sexting</p> <p>How to contact organisations, charities, or a trusted adult to discuss rape, sexual assault, or sexting</p> | Understanding Communication Analysis and Evaluation |
| | 6. | Pregnancy | <p>How a foetus develops in the womb</p> <p>Different methods for starting a family outside of traditional pregnancy (eg IVF, adoption)</p> <p>Different methods for avoiding starting a family (eg contraception, abortion)</p> | Understanding Communication Analysis and Evaluation Literacy |
| | 7. | Female Genital Mutilation (FGM) | <p>What FGM is, where it is performed, and why it is performed</p> <p>The impact FGM can have on survivors</p> <p>The laws around FGM in the UK</p> <p>How to spot signs of FGM and how to report it to the appropriate authority</p> <p>How to contact organisations, charities, or a trusted adult to discuss FGM</p> | Understanding Communication Analysis and Evaluation Literacy |
| | 8. | Privacy and Data | <p>How free internet sites and apps can make money from our data</p> <p>Why companies harvest data</p> <p>About the Cambridge Analytica scandal</p> <p>What online privacy is and how to protect yours</p> | Understanding Analysis and Evaluation Literacy |

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| Personal Identity | 9. | Marriage | <p>What marriage is, in both a cultural and legal sense</p> <p>About the equivalent long-term relationships to traditional marriage (eg civil partnership)</p> <p>The difference between a forced marriage and an arranged marriage</p> <p>How to contact organisations, charities, or a trusted adult to discuss forced marriages</p> | <p>Understanding</p> <p>Analysis and Evaluation</p> <p>Literacy</p> <p>Communication</p> |
| | 10. | Parenting | <p>The role parents, or other carers, play in the life and development of a young person</p> <p>The legal requirements of parents and other caregivers</p> <p>The pros and cons to being a parent or caregiver</p> <p>How to be a successful parent</p> | <p>Analysis and Evaluation</p> <p>Literacy</p> <p>Communication</p> <p>Understanding</p> <p>Metacognition</p> |
| | 11. | Multiple Identities | <p>The difference between Britain, England, the UK, and the British Isles</p> <p>How people can have a plurality in identities (eg feeling European and British and Welsh at the same time)</p> <p>What intersectionality^{viii} is</p> | <p>Understanding</p> <p>Metacognition</p> <p>Analysis and Evaluation</p> |
| | 12. | Identity, Diversity, and Discrimination | <p>The importance identity can have to particular people or groups</p> <p>Facts and figures that demonstrate the diverse nature of modern Britain</p> <p>How to evaluate the effects of an incredibly diverse society</p> <p>The current UK laws regarding discrimination and prejudice</p> <p>The impact discrimination can have on victims</p> | <p>Understanding</p> <p>Metacognition</p> <p>Analysis and Evaluation</p> <p>Communication</p> |

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| An Adult Life | 13. | The Cost of Living | <p>The different costs that must be factored into life planning (eg rent, bills) How and why the cost of living changes over time The pros and cons of renting vs buying a property How to evaluate different financial options to choose the right one for you (eg Savings Account or ISA, mortgage or rent, credit or debit)</p> | Understanding Metacognition Analysis and Evaluation Numeracy |
| | 14. | The World of Work | <p>What life will be like after studying How to make good career choices How to apply for jobs and perform well in interviews</p> | Understanding Metacognition Analysis and Evaluation |
| | 15. | The News | <p>Why keeping up to date with current affairs matters How to read the news with criticality How to spot and respond to fake news The impact sharing an unverified story online can have</p> | Understanding Metacognition Literacy |
| | 16. | Courts and the Rule of Law | <p>How courts work in the English justice system The devolved nature of law in the other parts of the United Kingdom What the rule of law is and why it matters What can happen to those that break the law</p> | Understanding Metacognition |

ⁱ By 'relationships', we mean any type of connection or sustained positive interaction between two people. We do not mean sexual relationships. Examples of such relationships include siblings, student and teacher, or friends.

ⁱⁱ This policy is available on the school website.

ⁱⁱⁱ This includes abuse between any two people in any type of relationship such as parental abuse of children or controlling behaviour amongst friends, for example.

^{iv} Students will learn about the positive contribution feelings of love and attachment can have, but will not learn about physical intimacy or sex during KS3.

^v All lessons on politics and government are delivered in a neutral and unbiased way with teachers prohibited from disclosing their own political views.

^{vi} Policies and ideologies of other main UK parties are touched on for balance, but the majority of lesson time will be dedicated to whichever parties are represented by the Prime Minister and the Leader of the Opposition.

^{vii} This lesson will involve discussion of some common stereotypes. For example, "fat people are lazy" or "people on benefits choose not to work". This will be handled in a sensitive way with the aim of challenging and combatting such stereotypes.

^{viii} Intersectionality refers to the interconnected nature of social categorisations. For instance, black women experience the world as both black people and as women which offers a unique world view. In other words, the experience of being black *intersects with* the experience of being a woman.