

Term	Autumn 1
Topics Covered	Relationships: <ul style="list-style-type: none"> • Identity • Positive relationships • Roles and responsibilities • Unhealthy relationships
Expectations Challenge and Support	<u>Expectations-</u> <ul style="list-style-type: none"> • Develop own sense of identity and how they fit into a global society • Build positive working relationships • Know how to identify unhealthy relationships and develop strategies for coping with them • Understand the need be responsible for their actions and the effects they can have (positive and negative) <u>Challenge-</u> <ul style="list-style-type: none"> • Developing empathetic responses to real life problems for example, ‘How would you support someone in a negative situation?’ <u>Support-</u> <ul style="list-style-type: none"> • Clear understanding of where support and guidance can be found • Use of group work to develop strategies for coping with difficult situations
Assessment opportunities	Extended writing task giving advice on a relationship problem. Marked using NATRE/PSHE association assessment guidance and use of STAR sheets
Homework	NA
Vocabulary	<ul style="list-style-type: none"> • Acceptable use of language • Non-derogatory language • Inclusive language

Term	Autumn 2
Topics Covered	Religion in Cornwall: <ul style="list-style-type: none"> • Paganism • Celtic Christianity • The impact of Christianity upon Cornish institutions • The origins of Buddhism in Cornwall • The church and social responsibility
Expectations Challenge and Support	<u>Expectations-</u> <ul style="list-style-type: none"> • Develop an understanding of how religion has shaped Cornwall • Understand how religion has spread throughout the county and still remains significant for a large number of people • Know how religion tackles social issues eg. homelessness <u>Challenge-</u> <ul style="list-style-type: none"> • Make links between local history, geography and religious tradition. How has religion shaped the Cornish landscape? <u>Support-</u> <ul style="list-style-type: none"> • Clear understanding of where support and guidance can be found
Assessment opportunities	Extended writing task on the significance of religion in Cornwall. Marked using NATRE/PSHE association assessment guidance and use of STAR sheets
Homework	
Vocabulary	Pagan, Pre-Christian, Belief, Value, Faith in action, Community, Personification, Polytheistic, Meditation, Monk, Zen, Street pastor, St. Piran, Pilgrim, Pilgrimage, Celtic, Volunteer, Selfless

Term	Spring 1
Topics Covered	<p>Keeping Safe</p> <ul style="list-style-type: none"> • How do we identify harmful behaviours online? • How do we stay safe in emergency situations? (Run, tell, hide) • What is a healthy lifestyle? • How do we look after our mental health? • How can I treat common injuries?
Expectations Challenge and Support	<p><u>Expectations-</u></p> <ul style="list-style-type: none"> • Understand how to recognise risk • Identify strategies and techniques for dealing with risky or harmful situations • Consider the effects of poor choices with regards to lifestyle <p><u>Challenge-</u></p> <ul style="list-style-type: none"> • Evaluate different solutions and justify why some choices are more beneficial than others <p><u>Support-</u></p> <ul style="list-style-type: none"> • Clear understanding of where support and guidance can be found
Assessment opportunities	<p>Basic 10 low stakes testing</p> <p>Extended writing task on how to implement a healthy lifestyle. Marked using STAR sheets</p>
Homework	
Vocabulary	Cyber-bullying, trolling, radicalisation, extremism, vaccinations, break, sprain, burn, airway, resuscitation, wellbeing, balanced diet, nutrition

Term	Spring 2
Topics Covered	<p>What is religion?</p> <ul style="list-style-type: none"> • Does God exist? • How did we get here? • Why do people suffer? • What happens when we die?
Expectations Challenge and Support	<p><u>Expectations-</u></p> <ul style="list-style-type: none"> • Be able to explain at least 2 different perspectives about each of the areas covered (including your own) • Understand why people have different views • Explain the difference between secular and religious perspectives <p><u>Challenge-</u></p> <ul style="list-style-type: none"> • Measure the strength of different arguments and explain why you think some have more validity than others <p><u>Support-</u></p> <ul style="list-style-type: none"> • When given an argument, consider why some people would agree or disagree with it
Assessment opportunities	<p>Basic 10 low stakes testing</p> <p>Extended writing task on one of the ‘ultimate questions’ (selected by student). Marked using STAR sheets</p>
Homework	
Vocabulary	Atheist, Theist, Omniscient, Omnipotent, Omnipresent, Agnostic, soul, reincarnation, creation, big bang, earth, evolution, creation, religion, myths, story, universe, symbolically true, literally true, Genesis, Adam and Eve, science, chaos, belief, fact, freewill, resurrection, immortality, Benevolent

Term	Summer 1
Topics Covered	<p>What does it mean to be British?</p> <ul style="list-style-type: none"> • How is the political system in the UK run? • How are laws made? • How do different groups in society help to improve communities? • What is the Equalities Act? How does it protect me? • How do we manage our money?
Expectations Challenge and Support	<p><u>Expectations-</u></p> <ul style="list-style-type: none"> • Understand the basic political systems in the UK • Understand how laws are made and the consequences of not following them • Explain social action using examples • Understand the main terms of the equalities act • Consider different choices when it comes to money management <p><u>Challenge-</u></p> <ul style="list-style-type: none"> • Consider the ‘first past the post’ election system in relation to proportional representation and make judgements on suitability • Do some laws need reforming? • Does the EA work for all people? Is there anything missing? <p><u>Support-</u></p> <ul style="list-style-type: none"> • Clear understanding of where support and guidance can be found
Assessment opportunities	<p>Basic 10 low stakes testing</p> <p>Extended writing task marked using STAR sheets</p>
Homework	
Vocabulary	<p>Parliament, voting, first past the post, proportional representation, house of Lords, political party, election, monarch, executive, legislature, judiciary, democracy, justice system, court, tribunal</p>

Term	Summer 2
Topics Covered	<p>What do you believe?</p> <ul style="list-style-type: none"> • Christianity • Islam • Buddhism • Hinduism • Sikhism • Judaism
Expectations Challenge and Support	<p><u>Expectations-</u></p> <p>Have a knowledge & understanding of:</p> <ul style="list-style-type: none"> • History • Founder • Holy book • Place of worship • Key beliefs • Global impact <p><u>Challenge-</u></p> <ul style="list-style-type: none"> • How does belief affect everyday life? • What challenges do adherents face in 21st century Britain? <p><u>Support-</u></p> <ul style="list-style-type: none"> • Research techniques
Assessment opportunities	<p>Basic 10 low stakes testing</p> <p>Extended writing task marked using STAR sheets</p>
Homework	

Vocabulary	Big questions, Bible, Jesus , Sin, Messiah, Crucified, Redeemer, Qur'an, Muhammad, Buddha, Enlightenment, Samsara, Vedas, Karma, Polytheism, Brahman, Brahma, Sahlwar Kameez, Holi, 5 Ks, Khalsa, Symbolism, Torah, Synagogue, Sabbath
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