

**CPS Year 10 Long Term Plan – Matters of Life**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Transition to KS4 Religion and the Media Islam/Christianity/Worldviews	Mental wellbeing Careers	RSE	Religion and Sexuality Islam/Christianity/Worldviews	Drugs and alcohol Careers revisited	Religion and Conflict Islam/Christianity/Worldviews
<b>Topic Objectives</b>	To understand the power and influence of the media. Identify the effects this has on audiences and how it portrays different groups in positive or negative lights. Understand how religion is portrayed in the media.	To understand the importance of mental health & reduce the stigma about talking about it. Understand our own strengths and weaknesses the importance of a CV. Start to consider possible courses for KS5.	To understand the characteristics of healthy and unhealthy relationships. Develop knowledge around the laws to protect people from abuse and organisations available to support people.	To understand British viewpoints to human sexuality and the complexities of relationships.	To inform students about the risks associated with alcohol and different types of drugs, to ensure students are aware of the help available and where to get advice. Thinking to the future and considering options for KS5 and beyond.	To develop an understanding of conflict surrounding British Values, Political Beliefs, Far Right Extremism, Radicalisation, FGM
<b>Acquired Knowledge / Skills</b>  Students will be able to-	<ul style="list-style-type: none"> <li>Understand the differences in expectation at KS4.</li> <li>Recognise what makes a successful KS4 student.</li> <li>Develop knowledge of the different types of media.</li> <li>Give examples of how the media educates us and represents us.</li> <li>Give examples of how the media portrays different religious groups.</li> <li>Consider cultural representation in the media</li> <li>Consider the ethics of reality TV.</li> <li>Debate who owns the media and the issues with censorship.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the challenges that young people may encounter.</li> <li>Consider strategies to manage these challenges.</li> <li>Analyse how mental health may be affected by external events.</li> <li>Recognise common mental health disorders and signs.</li> <li>Reframe negative thoughts.</li> <li>Differentiate between positive and negative coping strategies.</li> <li>Recognise support services available.</li> <li>Produce a detailed CV.</li> <li>Know the differences between different KS5 courses</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics and healthy and unhealthy relationships.</li> <li>Recognise what things should be considered before having sexual intercourse.</li> <li>To be able to recognise what consent is and how to gain it and consent as a continuum.</li> <li>Identify signs of different types of abuse.</li> <li>Explore peer on peer abuse and discuss the increases in cases amongst young people.</li> <li>Explain what the barriers to reporting abuse are.</li> <li>Recognise the growing issues with online blackmail and sexting.</li> </ul>	<ul style="list-style-type: none"> <li>To know the difference between sex and gender.</li> <li>Gain an understanding of gender as a social construct.</li> <li>Discuss gender identity.</li> <li>Understand different sexual orientations.</li> <li>Develop an understanding of how LGBTQ+ people may feel in society.</li> <li>Consider Religious and cultural responses to issues related to gender</li> <li>Understand gender inequality in UK society today.</li> <li>Consider barriers to gender equality.</li> <li>Explore global gender inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the effects of alcohol on the body.</li> <li>Consider the risks associated with alcohol and drugs.</li> <li>Consider peer influences.</li> <li>Consider the possible consequences of binge drinking.</li> <li>Understand alcohol units.</li> <li>Understand the difference between possession, intent and supply.</li> <li>Recognise support services available.</li> <li>Consider the pros and cons of higher education and job opportunities.</li> <li>Understand apprenticeships and T Levels.</li> <li>Create a career plan</li> </ul>	<ul style="list-style-type: none"> <li>Understand what British Values are and the conflict which surrounds them.</li> <li>Consider the political system in the UK and how this may lead to conflict.</li> <li>Develop an understanding of extremism in the UK.</li> <li>Understand the process of radicalisation and why people may be drawn into extremist ideologies.</li> <li>Develop knowledge of the process of FGM and an understanding of this as a cultural practice.</li> </ul>
<b>Target Vocabulary</b>	Fake news, moral panic, body image, celebrity culture, cultural appropriation, reality TV, ownership, censorship	Depression, anxiety, OCD, negative thoughts, reframing, coping strategy	Consent, freedom and capacity, virginity, sexual act, sexual intercourse, Relationship abuse, peer on peer abuse, control, coercion, rape, sexual assault, peer on peer abuse, sexual abuse, physical abuse, emotional abuse, financial abuse, online blackmail, sexting, amateur porn.	Gender, sex, gender identity, social construct, bigender, cisgender, gender expression, gender fluid, intersex, transgender, sexual orientation, bisexual, heterosexual, homosexual. Gender inequality, homophobia, heteronormativity, gender conformity, misogynistic, sexism,	Decision making, assessing risk, internal and external influences, unit, spirit, binge drinking, government guidelines, possession, supply, intent, substance misuse, addiction, dependency, trafficking, cessation	Right wing, left wing, party politics, British values, rule of law, democracy, tolerance, individual liberty, extremism, neo-nazi, terrorism, extremist ideologies, FGM

Assessment	Skills passport- speaking	Complete CV	Complete self- assessment of knowledge & Teacher assessment	Skills passport	Complete self-assessment of knowledge & Teacher assessment	Skills passport
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