



Session	Learning Focus	Lesson and learning	Resources
Yr 7: Politics – how did the UK get its' Parliament?	<i>Students to understand the basic political system in Britain and how it developed.</i>	<ul style="list-style-type: none"> <li>○ Students to know key facts about the role of the monarch, the House of Commons and the House of Lords</li> <li>○ Students to look at the history of political system in Britain from Magna Carta days.</li> <li>○ Chronological ordering activity and discussion on why there has been changes within the system.</li> </ul>	
Yr 7: Family structures	<i>Students to understand the different types of family structures</i>	<ul style="list-style-type: none"> <li>○ Students know that there are different types of committed stable relationships.</li> <li>○ Students to know about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</li> <li>○ Students understand how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>○ Students should know how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> </ul>	Adoption <a href="https://www.coramlifeeducation.org.uk/adoptables/">https://www.coramlifeeducation.org.uk/adoptables/</a>
Yr 7: British Values	<i>Students know the five British values and understand what they mean.</i>	<p>The five British values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance</li> </ul>	
Yr 7: What is good citizen in our community?	<i>Students to know what it means to be a good citizen within school and the local area.</i>	<ul style="list-style-type: none"> <li>○ Students to understand what it means to live in a diverse society</li> <li>○ Students to know what a good citizen is and the characteristics of one</li> <li>○ Students to discuss how a good citizen would present themselves in school e.g. not interrupting, helping others, etc.</li> </ul>	
Yr 7: Radicalisation & Prevent	<i>Students to understand the term radicalisation and how</i>	<ul style="list-style-type: none"> <li>○ Students should know about communities, inclusion, respect and belonging.</li> </ul>	Building a stronger Britain together <a href="https://www.gov.uk/guidance/building-a-stronger-britain-together">https://www.gov.uk/guidance/building-a-stronger-britain-together</a>



	<i>it affects the world in which we live, especially in Britain.</i>	<ul style="list-style-type: none"> <li>○ Students should know how to recognise and respond to extremism and radicalisation.</li> <li>○ Students to be aware of extremist groups and what characteristics are common in these types of groups.</li> <li>○ Students to be aware of how people can turn to extremism and can become radicalised.</li> <li>○ Students informed on where to turn to if they have worries or concerns</li> </ul>	
Yr 8: Political parties	<i>Students to understand the different political parties in Britain and what they do.</i>	<ul style="list-style-type: none"> <li>○ Student to know there is a political spectrum and what the terms right-wing and left-wing mean</li> <li>○ Students to know leaders of key political groups</li> <li>○ Students to know key features of right-wing and left-wing politics</li> </ul>	
Yr 8: Housing and homelessness	<i>Students know about housing and homelessness, understanding the reasons that some people are homeless.</i>	<ul style="list-style-type: none"> <li>○ Students to know what homelessness is.</li> <li>○ To understand through discussion why this happens.</li> <li>○ Students will be aware of the support that is available for the homeless.</li> <li>○ Students will be involved on ways to tackle homelessness.</li> </ul>	
Yr 8: Animal rights	<i>Students to understand what animal rights are and discuss the implications of them.</i>	<ul style="list-style-type: none"> <li>○ Students to know what is meant by the term animal rights</li> <li>○ Students to know how animals are used by humans e.g. make-up testing, food industry, pets, etc.</li> <li>○ Students to be aware of arguments for and against animal rights</li> <li>○ Students to discuss their views on animal rights and who should decide how animals are to be treated – consider when the law gets involved</li> </ul>	
Yr 8: Identity & diversity	<i>Students to understand how people identify themselves and positives of it in creating a diverse community.</i>	<ul style="list-style-type: none"> <li>○ Students to understand what it means to live in a diverse society</li> <li>○ Students should know how to manage influences on beliefs and decisions, developing self-worth and confidence</li> <li>○ Students should know how to recognise and challenge racism and religious discrimination.</li> </ul>	



Yr 8: Disability and equality	<i>Students to know and understand the 9 protected characteristics</i>	<ul style="list-style-type: none"> <li>○ Students know the 9 protected characteristics.</li> <li>○ Students are given opportunity to discuss the characteristics and why they were selected to be protected.</li> <li>○ Students understand the importance of these characteristics being protected by law.</li> </ul>	
Yr 9: Politics – who makes laws in the uk/how are they passed?	<i>Students to understand how parliament pass laws, and the roles of the House of Lords and the House of Commons.</i>	<ul style="list-style-type: none"> <li>○ Students to understand the basic workings of how parliament make a bill into a law.</li> <li>○ Students to learn about the different stages a bill will face.</li> <li>○ Students to partake in mock parliament debating the bill ‘a school week should only be 4 days’ – with teacher as speaker leading discussion.</li> <li>○ Students to complete exit tickets demonstrating new knowledge and understanding</li> </ul>	<a href="https://learning.parliament.uk/resources/">https://learning.parliament.uk/resources/</a> <a href="https://www.bbc.co.uk/news/politics">https://www.bbc.co.uk/news/politics</a>
Yr 9: Ethical consumers & sustainable living.	<i>Students know about and understand what ethical consumerism is and about reducing our carbon footprint to encourage sustainable living.</i>	<ul style="list-style-type: none"> <li>○ Students to know what ethical consumerism is and why it is important.</li> <li>○ Know about child labour and how products are then imported and sold in Western countries.</li> <li>○ Know about fairtrade.</li> <li>○ Know how these issues link to sustainable living and how we can reduce our carbon footprint.</li> </ul>	
Yr 9: How do charities work?	<i>Students to understand key information about each college charity.</i>	<ul style="list-style-type: none"> <li>○ Students to know key facts about each of their college charities</li> <li>○ Students will work in teams of colleges in each class and research their college charity with research focused around; what they do, how they fundraise, where the money they raise is spent, etc.</li> <li>○ Students should be able to work effectively as a team with others from the same college</li> </ul>	
Yr 9: Human trafficking	<i>Students to know what human trafficking is and the different forms of it.</i>	<ul style="list-style-type: none"> <li>○ Know what human trafficking is and know the different types of trafficking.</li> <li>○ Students to discuss why some people are trafficked, what for, what living conditions would be like for them and possible reasons why they don’t run or call the police.</li> </ul>	





## Community team | PSHE

		<ul style="list-style-type: none"><li>○ Students will be given opportunities to discuss why it's important to vote.</li><li>○ Students to undertake a vote on college heads using mock up ballot paper – explanation of spoiling papers too, etc.</li><li>○ Students to then add to mind map in green pen what they have learnt during the lesson</li></ul>	
Yr 10: Hate crime	<i>Students know what hate crime is and why some people become involved in hate crime.</i>	<ul style="list-style-type: none"><li>○ The factors which contribute to young people becoming involved in serious organised crime, including cybercrime and hate crime.</li><li>○ Know what hate crime is.</li><li>○ How young people can report hate crime.</li></ul>	<a href="https://bso.bradford.gov.uk/userfiles/file/Diversity%20and%20Cohesion/Hate%20Crime(1).ppt">https://bso.bradford.gov.uk/userfiles/file/Diversity%20and%20Cohesion/Hate%20Crime(1).ppt</a>