



KS3 Curriculum Content

PME

Year 7	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February									
	<p>Topic Who am I? Knowledge Unit 1: Identity-Who am I? begins our pupils' learning journey at Salendine Nook Academy by enabling students to focus on their identity and how identity is shaped by different forces. The topic will enable pupils and their PME Teacher to begin the building of a relationship which will enable pupils to understand who they are and their place in society and the world around them. Pupils will then look at the importance of families and family groups as a means of a shared identity between different groups of people. Pupils will then move on to look at how identity is shaped by faith and values and they will be given an opportunity to consider their own faith or lack of it and the values that they subscribe to or hopefully will subscribe to with positive influences and roles models studied. Pupils will complete a further lesson to see if they recognize their own identity and the identity of others as a means to developing their character to be the best they can be and showing empathy, toleration and understanding to those of other identities to themselves.</p> <p>6 Specific lessons:</p> <table border="1" data-bbox="331 1276 958 1492"> <tr><td>Who am I?</td></tr> <tr><td>What does family mean?</td></tr> <tr><td>What does family mean?</td></tr> <tr><td>Identity stereotypes</td></tr> <tr><td>Faith and values</td></tr> </table>	Who am I?	What does family mean?	What does family mean?	Identity stereotypes	Faith and values	<p>Topic Unit 3 Kindness Knowledge Unit 3: Kindness will build on the previous topic by encouraging our pupils to see the value of kindness and compassion and the positive effect it has on the wellbeing of the person themselves and those around them. Pupils are introduced to a range of exemplars, helping to create an awareness in our pupils of how they can add to the positivity that can improve one's own life and the lives of others in the world in which we live. Through the use of these exemplars, pupils will be introduced to the key concepts of love and compassion that will in turn help guide them to be the best person they can be for themselves and those around them. This will also add to the whole school ethos of achievement, aspiration and unity. This unit will link back to the previous units by encouraging an ethos of compassion and charity amongst our pupils by enabling our pupils to recognise the value of helping one another and how this ultimately helps the individual person as well. Chosen Christian, Muslim and Sikh exemplars of charity in action will personalise the issue for many of our pupils to show how positive action can help improve individual's lives for the better and influence others to participate to change the lives of the unfortunate for the better.</p> <p>7 specific lessons with element of choice for Teacher: (second 5 lessons)</p>	<p>Topic Unit 6 Buddhism Knowledge Unit 6: Buddhism This unit will link with previous units by encouraging pupils to consider the beliefs and practices of a faith which puts the self at the heart of a person's actions. As Buddhists follow and practice various forms of self-awareness in an attempt to be the best they can be for themselves and others and thus escape the chains of samsara that keep them rooted in the pain and suffering of the world around them. so too our pupils will study a fresh mind-set that will enable them to continue their learning journey to be the best they can be for themselves and those around them. Pupils will look at the life of the Buddha, the 4 Noble Truths, the Eight Fold Path and life of Buddhist monks to help them understand a different life stance and world view that may inspire them to see their place in the world, to see the suffering in the world brought upon by inappropriate thoughts and actions and thus choose better means to avoid the stresses life puts upon people.</p> <p>5 specific lessons</p> <table border="1" data-bbox="1603 1321 2150 1492"> <tr><td>Who is the Buddha</td></tr> <tr><td>The 4 Noble Truths</td></tr> <tr><td>8 fold path</td></tr> <tr><td>The Sangha</td></tr> </table>	Who is the Buddha	The 4 Noble Truths	8 fold path	The Sangha
Who am I?												
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How am I doing?	What is charity?		Buddhist Worship or Buddhism and reincarnation
<p>Topic Anti-Bullying Knowledge</p> <p>Unit 2: Anti-Bullying continues our pupils' learning journey at Salendine Nook Academy by introducing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught to recognise good character and action and how to act when facing bullying and how to react towards it.</p> <p>4 Specific lessons:</p>	<p>Charity Awards or Mystery cheque</p> <p>Local Charity</p> <p>Charity around the world</p> <p>Muslim Charity or Christian charity</p> <p>Sikh Charity OR Jewish Charity</p>	<p>Topic Unit 7 Healthy body, healthy mind</p> <p>Knowledge Unit 7: Healthy body/healthy mind This unit will link with previous units by encouraging pupils to consider the importance of health on their lives, both in terms of physical health but also mental health. Pupils will continue their learning journey by knowing and understanding how physical and mental health are interlinked and central to a person being the best they can be for themselves and for those around them. The unit will also link back to Anti-Bullying and Kindness and charity as both healthy bodies and healthy minds can be affected negatively or positively by the actions and choices of the individual and the people around them. Pupils will be given exemplars and strategies that will help them understand how to achieve a healthy body and healthy mind and how to begin to make the sorts of decisions that will make positive impacts on their own lives and the lives of those around them.</p> <p>3 specific lessons</p>	
<p>What is bullying</p> <p>Effects of Bullying</p> <p>Sorting out Bullying</p> <p>Emotional Consequences</p>	<p>Random Acts of Kindness</p> <p>Unit 4 Communities Knowledge Unit 4: Communities</p> <p>This unit will encourage our pupils to realize the importance of the social groups that they belong to and how to be an effective member of these groups, where they be school, the local community, international community or world community. Pupils will look at the roles and responsibilities within these groups and learn to value their own role and responsibility thus increasing awareness of how the world and social groupings function. Pupils will consider the dangers towards communities through looking at how fear and prejudice can be a danger to communities and how to prevent issues in communities and fix them.</p> <p>6 specific lessons:</p>	<p>Healthy body (hygiene)</p> <p>Healthy eating</p> <p>Healthy Mind - little book of calm</p>	
<p>Unit 3: Kindness will build on the previous topic by encouraging our pupils to see the value of kindness and compassion and the positive effect it has on the wellbeing of the person themselves and those around them. Pupils are introduced to a range of exemplars, helping to create an awareness in our pupils of how they can add to the positivity that can improve one's own life and the lives of others in the world in which we live. Through the use of these exemplars, pupils will be introduced to the key concepts of love and compassion that will in turn help guide them to be the best person they can be for themselves and those around them. This will also add to the whole school ethos of achievement, aspiration and</p>	<p>Understanding our communities</p> <p>How do we feel about difference?</p> <p>How do we value each other</p> <p>What makes a successful community?</p> <p>What causes problems in communities?</p> <p>Hate crime and radicalisation in communities</p>		

unity. This unit will link back to the previous units by encouraging an ethos of compassion and charity amongst our pupils by enabling our pupils to recognise the value of helping one another and how this ultimately helps the individual person as well. Chosen Christian, Muslim and Sikh exemplars of charity in action will personalise the issue for many of our pupils to show how positive action can help improve individual's lives for the better and influence others to participate to change the lives of the unfortunate for the better.

7 specific lessons with element of choice for Teacher: (first 2 lessons)

What is charity?
Charity Awards or Mystery cheque
Local Charity
Charity around the world
Muslim Charity or Christian charity
Sikh Charity OR Jewish Charity

Random Acts of Kindness

Topic Unit 4 Communities (First half)

Unit 4: Communities

This unit will encourage our pupils to realize the importance of the social groups that they belong to and how to be an effective member of these groups, where they be school, the local community, international community or world community. Pupils will look at the roles and responsibilities within these groups and learn to value their own role and responsibility thus increasing awareness of how the world and social groupings function. Pupils will consider the dangers towards communities

Topic Unit 5 Religion and diversity

Knowledge Unit 5: Religion and diversity

This unit will link with previous units by encouraging pupils to view the importance of different religious and non-religious and cultural groups within the UK and their contribution to the country's general well-being and ethos of respect, toleration and equality. Pupils will look at beliefs systems of the different faiths of the UK and concepts such as personal freedom, integration, diversity and immigration. Pupils are encouraged to recognize the value and importance of the need to live by the values of personal and communal respect and to empathize with the beliefs and practices of others in order to strengthen community cohesion, so that each of our pupils can be the best they can be for themselves and for those around them.

4 specific lessons:

Immigration and Diversity
Religious Freedom
Religious Expression
What does it mean to be British?

	<p>through looking at how fear and prejudice can be a danger to communities and how to prevent issues in communities and fix them. 6 specific lessons: (first 3)</p> <p>Understanding our communities</p> <p>How do we feel about difference?</p> <p>How do we value each other</p>		
<p>Vocabulary Links</p>	<p>Identity: Identity, parents, brothers, sisters, grandparents, friend, family, partner, name, passport, fluent, nationality, British, dual, language, world, hobbies, interview, essential, portrait, self, values, freedom, admire, aspire, family, identify, roles and responsibilities, stepmother, stepfather, guardian, aunt, uncle, affect, common, influence, marriage, civil partnership, commitment, advice, care, trust, affection, loyalty, communication, fairness, goals, interests, shield, coat of arms, badge, motto, respect, boundaries, rules, similarities, differences, heterosexual, gender, pronoun, transgender, Gay, lesbian, bisexual, homosexual, asexual, dysphoria, expression, community, safe, awareness, faith, climate change, awareness, trust, religion, human rights, courage, determination, excellence, friendship, equality, change maker, skills, achievements, warm hearted, tenacious, amiable, considerate.</p> <p>Bullying: bullying, precept, accomplish, repeated, name calling, physical, abuse, teasing, intent, hurt, verbal, emotional, racist, sexist, rumour, looks, appearance, pressure, sexuality, ethnicity, varying, offence, effects, long term, short term, bystander, monument, statement, consequences, self esteem, avoidance, acceptance, anxious, depressed, strategy, witness.</p> <p>Kindness: charity, mystery, cheque, good deeds, church, donation, mingle, monastery,</p>	<p>Kindness: charity, mystery, cheque, good deeds, church, donation, mingle, monastery, Buddhist, monk, nirvana, heaven, afterlife, reincarnation, athlete, triathlon, deceased, Muslim, Mosque, bank, Christian, volunteer, unemployed, divorced, addiction, dependent, amends, choir, gospel, student, perpetrator, insurance, poverty, stockbroker, retire, benefits, business, account, permanent, community, organise, charitable, selfless, livelihood, mindfulness, Noble Eight Fold path, wealth, Christianity, Hinduism, Islam, Sikhism, Buddhism, Sikhism, struggling, scenario, wage, tithe, God, percentage, denomination, Salvation Army, addict, campaign, Lazarus, teaching, five pillars, attain, righteous, Prophet Muhammad Peace Be Upon Him, declaration, compulsory, obligatory, fasting, pilgrimage, zakah, sadaqah, Allah, expected, essential, selfish, convert, bereavement, refugee, relief, local, welcome, society, mission, hospice, homeless, food bank, random, act, measure, average, appeal, reflection, forgive.</p> <p>Communities: communities, understanding, similarities, differences, represent, common, national, religious, symbols, discriminate, discrimination, orientation, pregnancy, disability, reassignment, honesty, openness, resilience, difference, prejudice, extremism, Rwanda, Holocaust, Sudan, Yugoslavia, hateful, terrorism, communist, socialist, trade unionist, Jew, president, golden rule, value,</p>	<p>Buddhism: Buddhist, Buddhism, Siddhartha Gautama, enlightenment, eureka, nirvana, king, queen, prince, palace, outlook, poor, death, pain, illness, elderly, religious, monk, suffering, four sights, meditation, century, India, attachments, Bodhi tree, possessions, goal, Mara, materials, Four Noble Truths, middle path, cravings, Eight Fold Path, Dukkha, Samudayah, Nirodha, Magga, hardship, luxury, extreme, livelihood, action, speech, thought, intention, mindfulness, view, effort, dharma wheel, sangha, lay people, laity, monk, monastery, nun, merit, requirements, karma, guidance, interdependent, Three Treasures, Three Jewels, Three Refuges.</p> <p>Healthy body, healthy mind: healthy, diet, exercise, protein, starches, carbohydrates, Fats, sugars, decay, unsweetened, drug, anxiety, depression, heart disease, cancer, medication, supplements, caffeine, F air Trade, dairy, diabetes, calories, personal, hygiene, sanitary, plaque, puberty, bacteria, urinary, discharge, penis, testicles, vagina, sensitive, personal, odour, relationships, calm, mindfulness, stress, emotional, social, psychological, motivating, procrastination, calm, concentration, symptoms, religion,</p>

	<p>Buddhist, monk, nirvana, heaven, afterlife, reincarnation, athlete, triathlon, deceased, Muslim, Mosque, bank, Christian, volunteer, unemployed, divorced, addiction, dependent, amends, choir, gospel, student, perpetrator, insurance, poverty, stockbroker, retire, benefits, business, account, permanent, community, organise, charitable, selfless, livelihood, mindfulness, Noble Eight Fold path, wealth, Christianity, Hinduism, Islam, Sikhism, Buddhism, Sikhism, struggling, scenario, wage, tithe, God, percentage, denomination, Salvation Army, addict, campaign, Lazarus, teaching, five pillars, attain, righteous, Prophet Muhammad Peace Be Upon Him, declaration, compulsory, obligatory, fasting, pilgrimage, zakah, sadaqah, Allah, expected, essential, selfish, convert, bereavement, refugee, relief, local, welcome, society, mission, hospice, homeless, food bank, random, act, measure, average, appeal, reflection, forgive.</p>	<p>Chinese, culture, experiences, human race, successful, country, colony, chosen, selected, vital, role, declaration, human rights, universal, law, crime, resident, resolution, compromise, character, achieve, conflict, mediation, council, citizens advice bureau, issues, process, independent, radicalisation, victim, criminal, offence, hostility, perceived, hijab, graffiti, asylum, Down's syndrome, abuse, mugger, Roma, Traveller, Taliban, Malala Yousafzai, Qur'an, compulsory, Nobel Peace Prize, signpost.</p> <p>Religion and diversity: religion, diversity, immigration, Asian, black, white, Caribbean, Pakistani, Indian, Chinese, African, Arab, ethnicities, comparison, multi-ethnic, population, percentage, eastern, European, Christian, Muslim, Sikh, Hindu, Jewish, Buddhist, migrant, commonwealth, freedom, worship, restriction, freely, practice, media, method, expression, Hijab, Niqab, Burqa, Veil, Turban, Kippah, Crucifix, cross, purity ring, Kara, Rosary, Sikh 5 K's, bindi, Church, Synagogue, Mosque, Mandir, Gurdwara, Vihara, ceremony, tradition, priest, nun, pride, modesty, purity, burkha, British, stereotypes, respect, values, government, democracy, rule of law, tolerance, individual liberty, mutual respect.</p>	<p>selfless, Tao Te Ching, Guru Granth Sahib.</p>
Year 7	<p>Half Term 4 February - March</p>	<p>Half Term 5 April – May</p>	<p>Half Term 6 June - July</p>
	<p>Topic Unit 8 Careers Knowledge Unit 8 Careers This unit will link with previous units by encouraging pupils to consider the importance of making personal choices that can affect lifestyle in the future. Pupils will look at their aspirations for the future and consider how to set goals which will enable them to achieve</p>	<p>Topic Unit 10 Relationships and sexual health Knowledge Unit 10: Relationships and sexual health This unit will link with previous units by encouraging pupils to consider the importance of positive relationships of differing kinds within our communities. Pupils will be encouraged to recognise and develop positive</p>	<p>Topic Unit 11 Drugs education Knowledge Unit 11: Drugs education This unit will link with previous units by encouraging pupils to consider all the previous units that covered being happy and making others happy, making the right choices about inappropriate peer pressure in terms of bullying and</p>

theses aspirations. The need to work together and be part of groups and teams are also developed within this unit. Different careers are considered and how our pupils can prepare for the world of work by making considered and reasoned choices based on clear information and opinion.

5 specific lessons

Aspirations
How do I best work with others
My goals for the future
Opportunities
What work can I do?

Topic Unit 8 Money management and financial wellbeing

Knowledge Unit 9 Money management and financial wellbeing

This unit will link with previous units by encouraging pupils to consider the importance and the value of money and how essential the management of money and income is in every person's life. This unit teaches our pupils the basics of money management: budgeting, saving, debt, investing, and giving. That knowledge lays a foundation for students to build strong money habits early on and avoid many of the mistakes that lead to lifelong money struggles. There are numerous benefits of financial education in schools, such as introducing positive financial habits at an impressionable time, preparing students for the workforce or part-time work in college and

relationships and understand the natural bodily changes that occur within people as they develop through life in a positive and supportive manner. Pupils will continue to develop a positive knowledge and understanding of the different kinds of relationships such as familial, single parent, same sex relationships so that they can empathise with the life situations of others and treat people with respect and compassion. By studying online safety pupils will also continue to develop the ability to make positive life choices that will affect themselves and others around them in a safe and respectful manner.

6 specific lessons

Intro to Sex Ed
Puberty
Periods
Boys puberty
Online Safety/Sexting
Same Sex Relationships

Child Sexual abuse

considering the dangers to a healthy body and healthy mind by looking at the dangerous implications of drug taking. In terms of Year 7 the risks of smoking and smoking cannabis are the most relevant and the dangers of alcohol abuse so our unit of study intends to give our pupils the important knowledge and understanding of the effect of taking these drugs on the body and mind. Pupils will consider the consequences of individual action on the person themselves and the implication of drug abuse on people around them. This will encourage our pupils to make the safe and best choice that will impact on them and on those around them.

4 specific lessons

- Smoking
- Cannabis
- NPS
- Alcohol

Topic Unit 12 Prevent education

Knowledge Unit 12: Prevent education

This unit will link with previous units by encouraging pupils to gain the knowledge and understanding of some of the dangers of extremism in the modern world in which they live. Pupils will be given scenarios and exemplars that will teach them the nature of extremism in a safe manner enabling pupils to put in context the scale of the

	<p>endowing students with vital expertise that can guide their financial decisions throughout life. 4 specific lessons</p> <p>How do I save and how do I budget?</p> <p>Budgeting and saving</p> <p>What influences our spending</p> <p>How enterprising are you</p>		<p>risk on their lives locally and nationally. Pupils will be taught to recognise extremism and reject such life stances and life choices in their own lives thus continuing to develop themselves and their characters in the best way they can for themselves and those around them by making the best and safest choices for themselves and those around them.</p> <p>5 specific lessons</p> <p>What is Extremism?</p> <p>British Extremism</p> <p>Women and Extremism</p> <p>Foreign Extremism</p> <p>Foreign Extremism</p>
<p>Vocabulary Links</p>	<p>Careers: aspirations, talent, personality, desire, blogger, vlogger, social media, influencer, recognition, creativity, self-expression, generation, role, responsibility, multiple, motivation, skills, attitudes, artificial, superficial, ignoring, goals, targets, smart, specific, measurable, attainable, realistic, time-bound, opportunities, motivate, choices, applications, pressurised.</p> <p>Money management: saving, budgeting, budget, unexpected, bank, piggy bank, ordinary, current, account, spending, balanced, stocks, shares, portfolio, savings, priorities, timescale, income, estimate, calculate, tax, afford, finance, national minimum wage, annual, employee, gross, net, tax, bills, expenses, consumer, independent, speciality, price, persuade, enterprising, problem solving, investment, product, scheme, invention, pitch, company, market research, logo.</p>	<p>Relationships and sexual health: relationships, sexual, health, ground rules, sex, penis, vagina, heterosexual, homosexual, condom, sperm, pregnant, fertilized, egg, pregnant, sexually active, erect, contraception, natural, necessary, love, commitment, comfort, pressurised, law, consent, sexual harassment, sexual orientation, gay, exploitation, online safety, paedophile, child abuse, puberty, adolescence, hormones, uterus, pituitary gland, ovaries, estrogens, testosterone, periods, pads, tampons, pre menstrual syndrome, menstruation, discharge, agony aunt, reproductive, organs, toxic shock syndrome, wet dreams, ejaculations, erections, tarzia puzzle, hygiene, personal, bacteria, positive, platonic, partner, unhealthy, information, dangerous, grooming, trafficking, trolling, cyberbullying, fake news, snapchat, hormone therapy, campaign, minorities, acceptance, love, homophobic, discrimination, equality, trust, abuse, perpetrator, scenario.</p>	<p>Drugs education: drug, illegal, legal, substances, advantages, disadvantages, caffeine, alcohol, morphine, cannabis, aspirin, tobacco, smoking, cigarette, health, implication, alcohol, volume, strength, whiskey, wine, alcopop, vodka, beer, dependant, cannabis, anxiety, suspicion, stress, paranoia, weed, whitey, addictive, relaxation, herb, possession, fine, prison, personality, dealing, prison, intellectual, new psychoactive substances, pressure, ecstasy, legal highs, lows, synthetic, hallucinogenic, depressant, resilience, gogaine, spice, chemicals, drug dealer.</p> <p>Prevent extremism: prevent, extremism, ordinary, obsessive, extremist, scenario, victim, radical, facebook, recruiter, fake news, terror, terrorism terrorist, attack, lies, work, roles, miserable, frustrating, security, driver, independence, women, doctor, betrayed.</p>

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<p>Skills and attitudes</p>	<p>Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p>Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>Empathy – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p>Evaluation –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>Analysis – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p>Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. Application – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p> <p>Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p>Self-understanding – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.</p>
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Year 8	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
	<p>Topic Judaism and the Holocaust Knowledge Unit 1: Judaism and the Holocaust continues our pupils’ learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the beliefs and practices of Judaism as a world religion and the Holocaust is studied to enable pupils to never forget humanity’s inhumanity on each other. Pupils will make links with current anti-semitism in the world today and enable them to recognise such ill treatment and stand against it in their own lives. Links are made back to Year 7 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognise good character and action and how to act when facing such prejudice and discrimination.</p> <p>8 specific lessons</p> <ul style="list-style-type: none"> Intro to jewish beliefs Occasions Birth BarMitzvah Religious rules about food Judasim and morality Anti Semitism Jewish Persecution in Germany Holocaust Aftermath of the Holocaust <p>Topic Unit 2 Jesus</p>	<p>Topic Unit 3 Christianity and Islam- the same but different Knowledge Unit 3: Christianity and Islam-the same but different This unit will link with previous units by encouraging pupils to consider the beliefs and practices of the two main faiths of the school, community, country and the world itself. In a country declining in the Christian faith and a rise in Islamophobia it is vital that pupils know and understand what both Christianity and Islam stand for, what their core beliefs and practices are, in order to overcome any misinterpretations or stereotyping of both sets of believers. Our pupils will be better informed on what it means to be a Christian and Muslim in the UK and across the world today and enable them as individuals to live alongside people of different faiths and values in mutual respect and understanding.</p> <p>6 specific lessons</p> <ul style="list-style-type: none"> Christian beliefs intro Islamic Beliefs into 5 pillars of Islam Contrast of Christian and Islamic Cultural Initiation Weddings and marriage <p>Topic Unit 4 Humanism and worldviews Knowledge Unit 4: Humanism and worldviews This unit will link with previous units by encouraging pupils to think about different worldviews and beliefs such as Humanism,</p>	<p>Topic Unit 5 Philosophy and morality: The Big Questions Knowledge Unit 5: Philosophy and morality: The Big Questions This unit will link with previous units by encouraging pupils to consider develop critical thinking about some of the big religious and philosophical questions of life. Pupils will develop their opinions on such topics as Does God exist, Why is the suffering in the world and how to deal with complexity of moral dilemmas. Making the best and safest choices in complicated situations will enable pupils to begin to consider the life decisions that they may need to make as they grow older.</p> <p>6 specific lessons</p> <ul style="list-style-type: none"> Does God exist? Humanity on trial Evil and suffering Relative and absolute morality Making moral decisions Moral dilemmas <p>Topic Unit 6 Inequality and inspirational people Knowledge Unit 6: Inequality and inspirational people This unit will link with previous units by encouraging pupils to think of the inequalities in the world and continue to develop in our pupils a sense of fairness</p>

	<p>Knowledge Unit 2: Jesus will continue the journey of being the best person one can be for oneself and for those around you by focussing on the life message and actions of Jesus Christ. Pupils will study the beliefs, miracles and parables Jesus taught as a means of continuing to develop personal character and integrity and showing the value of kindness, compassion and charity. Jesus' mission and story of self sacrifice is studied as a means of encouraging our pupils to think of others in the same way Jesus did and recognise, as Jesus did, the importance of personal respect, mutual understanding and care for others.</p> <p>3 specific lessons</p> <table border="1" data-bbox="331 727 947 847"> <tr><td>Who is Jesus ? (Timeline)</td></tr> <tr><td>Jesus Teachings and Parables</td></tr> <tr><td>Miracles of Jesus</td></tr> </table>	Who is Jesus ? (Timeline)	Jesus Teachings and Parables	Miracles of Jesus	<p>atheism and secularism in order to give pupils a balanced view of the world around them. Pupils will look at key Humanist ideas and belief and how humanism has had an impact of the world and peoples' beliefs and ideas in the world and how people should live. Famous Humanist thinkers and believers will be introduced and pupils will be challenged to consider how Humanists consider are the values that will enable people to live good and meaningful lives.</p> <p>5 specific lessons</p> <table border="1" data-bbox="969 568 1581 775"> <tr><td>Worldviews</td></tr> <tr><td>Thinking that influences people</td></tr> <tr><td>Influential humanist ideas</td></tr> <tr><td>Humanist beliefs</td></tr> <tr><td>What would a humanist do</td></tr> </table>	Worldviews	Thinking that influences people	Influential humanist ideas	Humanist beliefs	What would a humanist do	<p>and justice which will help them to make a positive difference in the world they live in. Various role models will be studied that can provide positive examples of people have made a difference to the lives of others and act as inspiration for future action and value systems.</p> <p>6 specific lessons (first 3)</p> <table border="1" data-bbox="1603 456 2141 695"> <tr><td>Intro to inspirational people</td></tr> <tr><td>Heroes of Racial Segregation or Rosa Parks</td></tr> <tr><td>LGBT and Equality</td></tr> <tr><td>The Suffragettes</td></tr> <tr><td>The environment (Research HW)</td></tr> <tr><td>Be an inspiration!</td></tr> </table>	Intro to inspirational people	Heroes of Racial Segregation or Rosa Parks	LGBT and Equality	The Suffragettes	The environment (Research HW)	Be an inspiration!
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Be an inspiration!																	
Vocabulary Links	<p>Judaism and the Holocaust: Judaism, Abrahamic, rabbi, synagogue, orthodox, non-orthodox, priests, spiritual, Hebrew, everlasting, presence, eternal, Ark, Torah, scrolls, embroidered, mantle, Siddur, prayer, Bimah, platform, memorial, monotheistic, theistic, atheistic, god, goddess, Abraham, covenant, founder, Mount Sinai, ten commandments, Shabbat, Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Aron Hakodesh, Simchat Torah, Pesach, Passover, Seder, Moses, slavery, Israelites, Pharaoh, Egypt, plague, charoset, unleavened, matzoh, kippah, skullcap, reform, liberal, tallit, tefillin, Shema, scripture, Bar Mitzvah, Bat Mitzvah, ceremonies, circumcision, Sandek, Mohel,</p>	<p>Christianity and Islam: Christianity, Christian, Islam, Muslim, God, beliefs, proof, true, evidence, monotheism, theism, atheism, Bible, Heaven, Hell, destination, Trinity, father, son, holy ghost, spirit, world, redeemer, saviour, sustainer, guidance, revelation, Old Testament, New Testament, translated, Hebrew, Aramaic, Greek, holy, angel, preaching, ministry, disciple, sin, crucifixion, resurrection, ascension, forgiveness, just, fair, judgement, reward, punishment, Muhammad PBUH, Imam, Allah, Al-Rahman - the Compassionate, Al-Rahim - the Most Merciful, Al-Aziz - the Almighty the Victorious, Al-Hakam - the Judge, Musa PBUH, Isa PBUH, Prophet, similarity, difference, The Day of</p>	<p>Philosophy and Morality: Philosophy, morality, God, exist, proof, Agnostic, Atheist, Theist, monotheist, experience, faith, science, prayer, evidence, suffering, miracle, justify, humanity, trial, definition, human being, omnipotent, immortal, animal, quality, evil, compassion, judge, moral evil, natural evil, suffering, philosophers, tsunami, earthquake, war, hurricane, Holocaust, terrorism, flooding, murder, moral, dilemma, absolute, relative, instinct, immoral, amoral.</p> <p>Inequality and inspirational people: Inequality, inspirational, famous, celebrity, strength, ability, destined,</p>														

	<p>ritual, responsibility, individual, communal, life map, Kosher, Talmud, parve, shechitah, obedience, respect, morality, Mishneh Torah, Free Will, semitic, anti-Semitic, hostile, prejudice, discriminatory, portrayed, negative, positive, racism, achievement, endurance, persecution, Muslims, Christians, propaganda, Romans, Palestine, Nazis, origins, reggae, culture, Fuhrer, Aryan, superior, regulations, citizen, Netherlands, Germany, Norway, Czech Republic, Italy, Russia (USSR), Austria, Belgium, Poland, Channel Islands, Auschwitz, scapegoat, blame, political, social, economic, agitation, ghetto, camp, labour, concentration camp, extermination, lebensraum, autarky, aftermath, perpetrator, liberated, survivor, trial, justice, defendant, confession, conspiracy, humanity, verdict, criminal.</p> <p>Jesus: Jesus, evidence, Nazareth, historical, census, scientific, geographical, theological, miracle, exist, existence, inspirational, parables, teaching, racist, sexist, ageist, judge, prodigal, Samaritan, forgiving, trust, caring, Qur'an, miracle, explain, explanation, science, healing, resurrection, resurrected, prove,</p>	<p>Resurrection (yawmal-Qiyamah), The Day of Judgement (yawmad-din), Jannah, Jahannam, sacred, pillar, commitment, Shahadah, Salah, Sawm, Zakah, Hajj, declaration, Mecca, initiation, tribe, group, Sabbath, baptism, Sikhism, amrit, sacred thread, aqiqah, marriage, contract, agreement, allowed, forbidden, secure, gift, creation, divorce, presence, authority, annulment, spouse, mahr, nikah, false, covet, vain, adultery.</p> <p>Humanism and worldviews: Humanism, Humanist, worldview, believe, rules, God, Big Bang, religion, follow, worship, science, truth, Buddhism, principle, philosophy, interconnected, interdependent, integrated, naturalist, feminist, respect, saints, inspirational, vegetarian, vegan, media, internet, politics, thinking, influential, God, soul, human being, Christian, Muslim, Jewish, Hindu, Sikh, Buddhist, Pantheist, Dualist, Deist, Atheist, Agnostic, Secularist, Free thinker, Rationalist, values, scientist, empowered, afterlife, outlook, ethical, purpose, decision, meaning, dilemma, golden rule.</p>	<p>racial, segregation, boycott, suffragette, equality, liberation, lawbreaker, lawmaker, suffrage, government, reform, reject, disrupted, humiliation, militant, campaign, support, political, elite, martyr, pride, harassed, treatment, excluded, LGBT, Lesbian, Gay, Bisexual, transgender, Stonewall, riot, legacy, persecution, Aryan, rebellion.</p>
Year 8	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
	<p>Topic Unit 6 Inequality and inspirational people Knowledge Unit 6: Inequality and inspirational people</p> <p>This unit will link with previous units by encouraging pupils to think of the inequalities in the world and continue to develop in our pupils a sense of fairness and justice which will help them to make a positive difference in the world they live in. Various role models will be studied that can provide positive examples of</p>	<p>Topic Unit 8 Mental health Knowledge Unit 8: Mental health</p> <p>This unit will link with previous units by encouraging pupils to think of their own personal needs and the needs of others. To be the best one can be for oneself and those around them pupils must be aware of how important a healthy mind can be, not only in terms of general health and well-being but also in terms of being able to make the physical,</p>	<p>Topic Unit 10 Relationships and sexual health Knowledge Unit 9: Relationships and sexual health</p> <p>This unit will link with previous units by encouraging pupils to continue to consider the importance of positive relationships of differing kinds within our communities. Pupils will know and understand the significance of sex and</p>

	<p>people have made a difference to the lives of others and act as inspiration for future action and value systems.</p> <p>6 specific lessons (last 3)</p> <table border="1"> <tr><td>Intro to inspirational people</td></tr> <tr><td>Heroes of Racial Segregation or Rosa Parks</td></tr> <tr><td>LGBT and Equality</td></tr> <tr><td>The Suffragettes</td></tr> <tr><td>The environment (Research HW)</td></tr> <tr><td>Be an inspiration!</td></tr> </table>	Intro to inspirational people	Heroes of Racial Segregation or Rosa Parks	LGBT and Equality	The Suffragettes	The environment (Research HW)	Be an inspiration!	<p>intellectual, emotional and social development essential for one to make progress in life. Pupils will also continue their development of safe decision making and making the best choices for themselves and for those around them by considering the complicated issues of body image, self-esteem, self-harm, depression and anxiety. Pupils will be enabled to identify the signs of these issues and be given strategies and advice on how to deal with these situations in a positive and safe manner both for themselves and for other. The core strands of valuing oneself and others and making safe life choices for oneself and for others are developed further here.</p>	<p>sexual relationships gaining a greater understanding of the legality around sexual intercourse and the maturity needed for human beings to embark on sexual relationships thus helping pupils make the safe and best choices they can make around relationships and sexual health both for themselves and those around them. Contraception is considered as a future method of safe sex and the risk and consequences of sexual infections are presented in a way to enable pupils to know and understand the dangers to well-being through inappropriate or ill-judged unsafe sex or inappropriate sexual relationships.</p>						
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Heroes of Racial Segregation or Rosa Parks															
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The environment (Research HW)															
Be an inspiration!															
	<p>Topic Unit 7 Careers and choices Knowledge Unit 7: Careers and choices This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. Pupils will consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them, continuing with the ethos of compassion and kindness developed early during the pupils' learning journey in PME.</p> <p>4 specific lessons</p> <table border="1"> <tr><td>What do I want to do with my life?</td></tr> <tr><td>What are my skills and qualities?</td></tr> <tr><td>What work can I do?</td></tr> <tr><td>Gender and work</td></tr> </table>	What do I want to do with my life?	What are my skills and qualities?	What work can I do?	Gender and work	<p>4 specific lessons</p> <table border="1"> <tr><td>Body Image</td></tr> <tr><td>Self-Esteem</td></tr> <tr><td>Self harm</td></tr> <tr><td>Keeping good mental health</td></tr> </table>	Body Image	Self-Esteem	Self harm	Keeping good mental health	<p>7 specific lessons (second 3)</p> <table border="1"> <tr><td>Homophobia</td></tr> <tr><td>What is sex</td></tr> <tr><td>Contraception</td></tr> <tr><td>Looking after yourself</td></tr> </table>	Homophobia	What is sex	Contraception	Looking after yourself
What do I want to do with my life?															
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		<p>Topic Unit 9 Relationships and sexual health Knowledge Unit 9: Relationships and sexual health This unit will link with previous units by encouraging pupils to continue to consider the importance of positive relationships of differing kinds within our communities. Pupils will know and understand the significance of sex and sexual relationships gaining a greater understanding of the legality around sexual intercourse and the maturity needed for human beings to embark on sexual relationships thus helping pupils make the safe and best choices they can make around</p>	<p>STIs Sexting FGM</p> <p>Topic Unit 10 Risky behaviours Knowledge Unit 10: Risky Behaviours This unit will link with previous units by encouraging pupils to continue to develop their knowledge and understanding of different life choices and life-stances which will affect potential well-being and life opportunities in current and future lives. Pupils will develop an understanding of the positive</p>												

		<p>relationships and sexual health both for themselves and those around them. Contraception is considered as a future method of safe sex and the risk and consequences of sexual infections are presented in a way to enable pupils to know and understand the dangers to well-being through inappropriate or ill-judged unsafe sex or inappropriate sexual relationships.</p> <p>7 specific lessons (first 4)</p> <p>Homophobia</p> <p>What is sex</p> <p>Contraception</p> <p>Looking after yourself</p> <p>STIs</p> <p>Sexting</p> <p>FGM</p>	<p>and negative effects of peer pressure on pupils in the short term and in the future thus linking with previous units in Year 7 and 8 and helping to create a positive values system and ability to make safe and appropriate life choices that will enable them to be the best they can be for themselves and for those around them. The positives and negatives of social media are studied again to enable our pupils to consider the lives of those linked to them and not so that correct choices can be made to keep our pupils and the lives of those around them safe. The increasing dangers of Knife crime are discussed in order to again enable our pupils in the short term and in the future to be safe and make the appropriate life decisions that only affect themselves and others around them in a safe and positive manner. The increasing pressure of cannabis use as by the younger generation is considered enabling pupils to see the dangers related to cannabis use on the individual and in communities across the country so again pupils can adopt a positive and healthy lifestyle that can again enable them to be the best they can be for themselves and for those around them.</p> <p>10 specific lessons</p> <p>what do we mean by risk</p> <p>Risky behaviours ghost street</p> <p>How do we manage risk</p> <p>How do we stop bullying and cyberbullyin</p>
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			Social Media Gambling Knife Crime Alcohol Cannabis Tatoos
Vocabulary Links	Careers and choices: Careers, choices, plan, accordingly, qualifications, options, lifestyle, potential, advantages, disadvantages, tolerance, success, respect, approachable, skills, qualities, employers, impress, punctual, considerate, conscientious, work, animator, director, organiser, permit, employability, employment, phlebotomist, arborist, trichologist, roughneck, originator, toolpusher, podiatrist, purser, architect, therapist, gender, specialist, trauma, opportunities, unconscious, bias, traditionally.	Mental Health: mental, health, body, image, designed, detail, message, role model, beauty, image, positive, negative, edited, perception, stress, depression, photoshop, psychological, anxiety, social anxiety, intense, physical, emotional, symptom, statistics, self esteem, self image, self concept, social media, self harm. Relationships and sexual health: relationships, sexual, health, homophobia, homosexuality, prejudice, discrimination, contraception, consent, pornography, condom, chlamydia, STI, femidon, implant, pill, patch, gonorrhoea, genital, warts, herpes, syphilis, infertility, sexting, female genital mutilation, circumcision, deliberate, offence.	Risky behaviours: Risk, behaviour, safety, positive, negative, managing, bullying, online, friend request, cyberbullying, trolling, bystander, gambling, gaming, casino, website, in app purchases, addiction, knife crime, victim, offender, gang, licence, chaperone, smoking, nicotine, cigarettes, banning, disease, campaign, cannabis, drug, counsellor, stress, depression, cancer, possession, offender.
Skills and attitudes	<p>Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p>Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>Empathy – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p>		

Evaluation –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.

Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.

Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.

Year 9	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
	<p>Topic Unit 1 Human Rights Knowledge Unit 1: Human Rights continues our pupils’ learning journey at Salendine Nook Academy by continuing to build core concepts and values of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Building on previous Year 7 and 8 units Pupils are taught the importance of human rights within their own school situation and across the world. Pupils will make links with previous examples of intolerance such as the Holocaust studied in Year 8 and recognise examples of the lack of human rights in the world today. This will</p>	<p>Topic Unit 2 Medical ethics- right or wrong Knowledge Unit 2: Medical ethics-right or wrong will continue the journey of being the best person one can be for oneself and for those around you by focussing on the awe and wonder of the human being in the world we live in. Our PME learning journey continues to develop our pupils aim of being the best one can be for oneself and those around them but this takes on a deeper and more philosophical situation in this unit as pupils consider potential life changing improvements to the human body and human lives through medical science and improvements. Pupils are asked to consider the positive and negatives of such</p>	<p>Topic Unit 4 Hinduism Knowledge Unit 4: Hinduism As per the previous unit and units in Year 7 and 8 this unit will again enable pupils to be more aware of one of the most fascinating and intriguing faiths in our community and in the world-Hinduism. As with the previous unit of Sikhism pupils will study the main beliefs and practices with a view to develop an understanding and mutual respect for people of differing faiths in our community and the world. 4 specific lessons <div style="border: 1px solid black; padding: 2px; display: inline-block;">Intro to Hinduism</div></p>

enable our pupils to recognise such ill treatment and stand against it in their own lives. Links are made back to Year 7 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognise the need to protecting and honouring the rights of all human beings thus enabling them to develop their own good character and action when facing such prejudice and discrimination.

4 specific lessons

What are human rights?

Human Rights Campaigners

HR Origins and violations

Human Rights - Genocide

Topic Unit 2 Medical ethics- right or wrong

Knowledge Unit 2: Medical ethics-right or wrong will continue the journey of being the best person one can be for oneself and for those around you by focussing on the awe and wonder of the human being in the world we live in. Our PME learning journey continues to develop our pupils aim of being the best one can be for oneself and those around them but this takes on a deeper and more philosophical situation in this unit as pupils consider potential life changing improvements to the human body and human lives through medical science and improvements. Pupils are asked to consider the positive and negatives of such medical issues as designer babies, organ donation, genetic engineering, cloning and even robotics. The value of human life itself and quality of life are considered as a means of

medical issues as designer babies, organ donation, genetic engineering, cloning and even robotics. The value of human life itself and quality of life are considered as a means of developing pupils' own value systems and concurrently the development of critical thinking in moral situations, always keeping at the heart a sense of kindness and compassion and care for others. Religious ideas of the sanctity of life, the quality of life and the potential existence of the soul are also considered as part of a development of an opinion about the necessity of caring for oneself and those around you and the desire potentially of a more caring society for the future.

6 specific lessons (second 3)

Medical Issues intro

Sanctity of life Quality of life

Designer Babies

Organ Donation

Genetic Engineering

Cloning

Topic Unit 3 Sikhism

Knowledge Unit 3: Sikhism

This unit will link with previous units by encouraging pupils to consider the beliefs and practices another of the faiths of the school, community, country and the world itself. In a country declining in the Christian faith and a rise in Islamophobia it is vital that pupils know and understand the beliefs and practices of the Sikh population of our country. Our pupils will be better informed on what it means to be

Hindu Gods

Hinduism and the environment

Hindu Ceremonies

Topic Unit 5 Careers and choices

Knowledge Unit 5: Careers and choices

This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. Pupils will consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them, continuing with the ethos of compassion and kindness developed early during the pupils' learning journey in PME.

5 specific lessons (1st lesson)

Introduction to careers

Teamwork and communication in the work
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Creativity and Practicality

Analytical Skills

	<p>developing pupils' own value systems and concurrently the development of critical thinking in moral situations, always keeping at the heart a sense of kindness and compassion and care for others. Religious ideas of the sanctity of life, the quality of life and the potential existence of the soul are also considered as part of a development of an opinion about the necessity of caring for oneself and those around you and the desire potentially of a more caring society for the future.</p> <p>6 specific lessons (first 3)</p> <table border="1" data-bbox="331 608 817 855"> <tr><td>Medical Issues intro</td></tr> <tr><td>Sanctity of life Quality of life</td></tr> <tr><td>Designer Babies</td></tr> <tr><td>Organ Donation</td></tr> <tr><td>Genetic Engineering</td></tr> <tr><td>Cloning</td></tr> </table>	Medical Issues intro	Sanctity of life Quality of life	Designer Babies	Organ Donation	Genetic Engineering	Cloning	<p>a Sikh in the UK and across the world today and enable them as individuals to live alongside in mutual respect and understanding. As a faith Sikhism stands out as a religion of faith in action, exactly following the message and core principles of our PME department and the school itself. As Sikhs practice the concept of sewa which is in itself a call to be the best servant to others our pupils will understand these core values and potentially aspire to use these ideas of work ethic, care for others and unity despite difference of belief and practice in their own lives thus aiming to be the best one can be for oneself and for those around one.</p> <p>5 specific lessons</p> <table border="1" data-bbox="969 724 1453 940"> <tr><td>Introduction to Sikh Beliefs</td></tr> <tr><td>The Gurus</td></tr> <tr><td>Baisakhi</td></tr> <tr><td>Sikh Rites of passage</td></tr> <tr><td>Sikhism and the environment</td></tr> </table>	Introduction to Sikh Beliefs	The Gurus	Baisakhi	Sikh Rites of passage	Sikhism and the environment	
Medical Issues intro														
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<p>Vocabulary Links</p>	<p>Human rights: Human, rights, social, justice, freedom, equality, innocent, guilty, fair, public, assembly, democracy, slavery, security, detainment, expression, thought, nationality, slavery, elections, torture, forced labour, cruelty, neglect, exploitation, ISIS, violation, campaigners, protests, signatures, petitions, trade unions, pressure groups, global warming, climate change, favouritism, apartheid, shoah, Aborigines, Native Americans, descendants, apology, recycle, organic, stewardship, minimize, frivolous, generations.</p>	<p>Sikhism: Sikhism, Sikh, beliefs, teachings, Guru, Guru Granth Sahib, Guru Nanak, Gurmurkhi, sacred, texts, Granthi, respect, Gurdwara, Guru Gobind Singh, Sanskrit, saint, tradition, honoured, religious, customs, inspired, 5 Ks, Kesh, Kangha, Kara, Kirpan, Kacha, Khalsa, symbol, purity, eternity, vulnerable, reminder, submission, dedication, devotion, Nam Karan, Amrit Sanskar, Singh, Kaur, Mool Mantar, Panj Piare, initiation, scripture, ceremony, candidate, presence, Punjabi, faith, spiritual wisdom, Gurburab, India, Muslims, Hindus, conflict, co-operation, traits, celebration, Baisakhi, Kirtan,</p>	<p>Hinduism: Hinduism, Hindus, India, Aum, meditation, Brahman, Brahma, Atman, god, goddesses, worship, soul, eternal, reincarnation, moksha, experience, reborn, samsara, cycle, karma, incarnation, spiritual, goal, polytheism, Trimuturi, characteristics, representation, deity, Sarasvati, Shiva, Vishnu, Lakshmi, Kali, varnas, triumvirate, creation, cosmic, responsible, present, force, creator, preserver, destroyer, vedas, scriptures, knowledge, caste, Shakti, sacred, living, environment, ahimsa, consequences,</p>											

	<p>Medical ethics: medical, ethical, improvement, annotate, annotations, surgery, cosmetic, synthetic, prosthetic, infertility, organic, organ transplant, life, sanctity, sacred, quality, value, conjoined, euthanasia, suicide, choice, fulfil, holy, pleasure, pain, God-given, designer, defect, eradicate, syndrome, gene, genetic, defect, gestation, pregnancy, cleft palate, characteristics, conditions, technologies, imbalance, disease, suffering, obsessed, opportunities, impairment, saviour siblings, interfering, nature, God, regulation, critical, morals, priority, law, register, 'deemed consent', 'opt-out', cloning, consequence, identical, twin, fraternal, experiment, offspring, individuality, individualities, extinct, yielding, donated, copies, copy, embryo, genetic engineering, advantages, disadvantages, genetic modification, research, researchers, stem cell, genetically screened, potential, mirrored, benefit.</p>	<p>processions, rites of passage, Sikh Rahit Maryada, Kara Parshad, temple, origins, environment, eco-Sikh, oneness, humanity, creation, sustained, WaheGuru.</p>	<p>violence, Krishna, samskars, namkaran, mandir, murti, ghee, astrological, shanti, alms, janoi, ashrama, scripture, wisdom, prayer.</p> <p>Careers and Choices: career, choice, option, aspirations, talent, personality, desire, blogger, vlogger, social media, influencer, recognition, creativity, self-expression, generation, role, responsibility, multiple, motivation, skills, attitudes, artificial, superficial, ignoring, goals, targets, smart, specific, measurable, attainable, realistic, time-bound, opportunities, motivate, choices, applications, pressurised.</p>
Year 9	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
	<p>Topic Unit 5 Careers and choices Knowledge Unit 5: Careers and choices This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. Pupils will consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them,</p>	<p>Topic Unit 7 Drugs education Knowledge Unit 7: drugs education This unit will link with previous units by again encouraging pupils to think about the issues of drug taking. Responding to a continuation of the increasing dangers of drug use within society, both local and national, our pupils are enabled to see the dangers of drug taking such as cannabis and alcohol in particular. Pupils are taught the implications, both personal, communal and legal of participating in drug abuse and the consequences both in terms of life choices and aspiration on the self and those around them. This will encourage our pupils to make the safe and best choices that will impact</p>	<p>Topic Unit 8 Hate crime Knowledge Unit 8: Hate Crime This unit will link with previous units by encouraging pupils to think about the life situations of those less fortunate than them in an attempt to create again good character, care and compassion for others. The Hate Crime unit links back to previous units in the learning journey where the rights of others can be put at risk by those who purposefully or mistakenly act negatively towards people of different beliefs, backgrounds and abilities. The still hugely relevant story of Stephen Lancaster will continue to</p>

	<p>continuing with the ethos of compassion and kindness developed early during the pupils' learning journey in PME. 5 specific lessons (last 3 lessons))</p> <p>Introduction to careers</p> <p>Teamwork and communication in the workplace</p> <p>Creativity and Practicality</p> <p>Analytical Skills</p> <p>Topic Unit 6 Relationships and sexual health Knowledge Unit 6: Relationships and sexual health</p> <p>This unit will link with previous units by encouraging pupils to think about their own beliefs, values and attitudes when considering differing relationships. All units of study are linked to the core ideals of developing understanding, toleration and compassion for oneself and others. Pupils will be encouraged to develop a solid knowledge and understanding of the appropriate age for sex, both morally and legally and encourage pupils to make the correct and appropriate life choices in terms of safe sex and relationships at the appropriate and legal age. Pupils will develop an understanding of LGBTQAI+ in order to develop compassion, kindness and mutual respect thus bringing about a continuation of good character and an ability to foster positive relationships linking back to Anti-bullying in Year 7 and Human Rights at the start of Year 9. Contraception is again considered as a future method of safe sex and the risk and consequences of sexual infections are presented in a way to enable pupils to</p>	<p>on them and on those around them. Pupils will be taught the drug classifications and the legal implications of participating in drug use both in terms of careers impairment and risk of police records.</p> <p>5 specific lessons</p> <p>Drugs and classifications</p> <p>The dangers of drugs</p> <p>Cannabis</p> <p>Alcohol</p> <p>Britain's Hidden Alcoholics</p>	<p>develop pupils' knowledge and understanding of the dangers of bullying and racism in order to develop our aims of unity amongst our community by being able to recognise the insidious nature of racism and the need to stand against it in all its forms. The unbelievable increase in disability hate crimes are also considered so that our pupils can recognise when these happen and hopefully continue to foster an environment of zero tolerance to ill treatment of human beings everywhere. The study of the Sophie Lancaster murder again brings to the fore the issue of bullying and prejudice and discrimination again with a purpose of continuing to generate compassion and respect for human life everywhere. Microaggression and the need to remove unconscious bias from society and prevent hate crime is also considered.</p> <p>Stephen Lawrence</p> <p>Disability Hate Crime 1</p> <p>Microaggression</p> <p>Sophie Lancaster</p> <p>Topic 9 Politics Knowledge Unit 9: Politics</p> <p>This unit will link with previous units by encouraging pupils to think to develop a core sense of values which has been underpinning PME through the first three years of our students' learning journey. By studying politics pupils will be enabled to develop a knowledge and</p>
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	<p>know and understand the dangers to well-being through inappropriate or ill-judged unsafe sex or inappropriate sexual relationships.</p> <p>5 specific lessons</p> <table border="1" data-bbox="331 296 958 517"> <tr><td>LGBTQAI+</td></tr> <tr><td>When are you ready?</td></tr> <tr><td>STI's</td></tr> <tr><td>Female Contaception</td></tr> <tr><td>Condom Teach</td></tr> </table>	LGBTQAI+	When are you ready?	STI's	Female Contaception	Condom Teach		<p>understanding of how to make a difference on some of the issues earlier studied such as equal rights, a safe and compassionate society and a purpose to achieve and aspire to be the best one can be for oneself and for those around them. Pupils will be introduced to politics and political parties and the concepts of voting and democracy. Pupils will be encouraged to develop critical thinking and problem solving skills as they create their own political parties in groups. This will encourage our pupils to develop their own core values of what it means to be a responsible citizen and hopefully making the society in which they live a better place for themselves and all around them.</p> <p>3 specific lessons</p> <table border="1" data-bbox="1603 844 2152 983"> <tr><td>Intro to politics</td></tr> <tr><td>voting</td></tr> <tr><td>creating a political party</td></tr> </table>	Intro to politics	voting	creating a political party
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voting											
creating a political party											
<p>Vocabulary Links</p>	<p>Relationships and sexual health: relationships, sexual, health, gender, Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex, cis-gender, orientation, anatomy, equality, homophobic, non-binary, transition, understanding, respect, identity, support, consent, agreement, permission, pregnancy, contraception, complication, complicated, condom, relationships, emotions, emotional, consequences, partner, frigid, virgin, pressure, rape, sexual assault, sexual harassment, scenarios, sexually transmitted infections, symptoms, treatment, protection, chlamydia, genital warts, herpes, syphilis, HIV, gonorrhoea, infertility, surgical, procedure,</p>	<p>Drugs education: drug, categories, caffeine, tobacco, glue, gas, alcohol, tranquilizers, aspirin, cocaine, heroin, amphetamine, cannabis, ecstasy, mephedrone, opium, mushrooms, anabolic steroids, Analgesics (pain killers), Hallucinogens (have visions or hallucinations), Stimulants (uppers/energetic), Depressants (downers/relaxing/woozy), confidential, law, dangers, dangerous, awareness, shisha, spice, harmful, benefit, strength, criminalisation, responsibility, alcohol, alcoholic, dependency, addiction, adolescents, anonymous.</p>	<p>Hate crime: hate, crime, inciting, incitement, racial, racist, hatred, Disability, Gender identity, Race, ethnicity, nationality, Religion, faith, belief, Sexual orientation, tolerate, toleration, respect, understanding, protection, investigation, criticism, institutionalised, racism, impact, disability.</p> <p>Politics: politics, political, politician, decisions, law, voting, democracy, elections, choice, govern. Government, parliament, conservative, labour, liberal democrats, Green party, Brexit, exchequer, member of parliament, laws,</p>								

	<p>abortion, prevention, intentional, device, drug, ejaculation, hygienically, penis, kitemark, erect, contact, demonstrators, intrauterine device, patch, pill, implant, injection, legal.</p>		<p>benefits, council, local, national, international, global, economy, manifesto, council tax, budget.</p>
<p>Skills and attitudes</p>	<p>Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p>Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>Empathy – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p>Evaluation – including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>Analysis – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p>Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. Application – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p> <p>Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p>Self-understanding – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.</p>		

Assessment is based on class marking of pupil work once per half term. Oral assessment is also undertaken during lessons. Quick quizzes also form part of assessing progress made by pupils. There are no assessment points as there are no levels of achievement within PME. Homework is also not set though reading and websites may be suggested.