

STEPS: Sociology, Theology, Ethics, Politics Trust Curriculum and Assessment Map



	Half Term 1	Half Term 2	Half Term 3	Half-Term 4	Half Term 5	Half Term 6
Year 7	Tudor Values Who am I?		Western Religions		Being Healthy	
Fundamental Knowledge	<p>Introduction to STEPS</p> <ul style="list-style-type: none"> To be able to define key words. To introduce students to Tudor STEPS <ul style="list-style-type: none"> Outline the meaning of the keywords within STEPS (Social Studies, Theology, Ethics, Politics, Sociology) Go through what we are going to learn. Consider why we should learn it. <p>What are Tudor Values?</p> <ul style="list-style-type: none"> To be able to explain what each of the Tudor Values are. To be able to link the Tudor Values to STEPS and the British Values. 		<ul style="list-style-type: none"> I will be able to identity/describe the following key concepts; religion, god, holy book, creation, holy trinity, tawhid, Bible, Qur'an, Five Pillars, Parables, Holy spaces, Mosque, Church. I will be able to explain how the following are presented in Islam, Christianity and a third religion, god, holy book, creation, Holy spaces. I will be able to compare Islamic and Christian ideas about Jesus, god, and holy spaces. 		<p>What does it mean to be healthy?</p> <ul style="list-style-type: none"> To be able to describe what is meant by being healthy. To be able to describe the benefits of exercise. To identify strategies to more active. To consider our personal safety when we are active. <p>Healthy Eating</p> <ol style="list-style-type: none"> To be able to identify foods from the different groups, their benefits, and their ideal proportions in your diet. 	

	<ul style="list-style-type: none"> • To consider how the Tudor Values can be demonstrated in school. • Outline the Tudor Values with examples of how each of these are shown in school. • Link Tudor Values to British Values. <p>How Should I behave in School?</p> <ul style="list-style-type: none"> • To consider how we should behave around other people. • To be able explain what bullying is and its impact of other people. • Explain what is meant by bullying and banter. • Examples – use this as a chance to discuss different types of bullying. • Class discussion on how bullying might make others feel. • Link to Tudor Values • Explain school process of what happens if you bully or are bullied. 	<ul style="list-style-type: none"> • I can develop my point with evidence or an example. • I can justify my opinion. • I can identify one similarity and one difference. • To be able to explain what is meant by religion, belief, and faith. • To be able to give examples of religions and beliefs. • To consider different ideas about god(s) from around the world. • To be able to describe western ideas about god using keywords. • To be able to explain Christian Muslim beliefs about how the world was created. • To compare Christian and Islamic creation stories. • To know how to use the Bible. • To understand the difference between the Bible and the Qur'an. • Identify the three different parts of the Trinity. • Explain using an everyday-life example, how God can take three forms but be one being at the same time. 	<p>To consider your own diet and whether it is healthy.</p> <p>How can you look after your mental health?</p> <ul style="list-style-type: none"> • To identify what we mean by mental health. • To understand and evaluate what we mean by 'normal' mental health. • To have the skills to start to look after our mental health. <p>Drugs and alcohol</p> <ul style="list-style-type: none"> • To be able to describe what drugs are. • To understand the different categories of drugs • To know the different effects drugs can have on people. • To explain the impact of too much caffeine consumption
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	<p>Who am I?</p> <ul style="list-style-type: none"> • I can identify/describe what the following concepts mean: identity, nationality, ethnicity, culture, body image and norms and values. • I can give examples of different characteristics and aspects that make up my identity. • I can identify/describe how my identity is similar and different to the identity of others. • I will be able to speak in front of an audience. • I will be able to plan a speech that lasts for a set time. • I will be able write a speech in continuous pose. • I will be able to present my ideas in a visual manner. 	<ul style="list-style-type: none"> • Compare the Trinity to Islamic ideas about God. • To understand and be able to explain the key teachings of Jesus. • To understand why Christians' believe Jesus had to die and why His death is important. • To compare this to Islamic teachings about Jesus. • To understand who Muhammad was. • To be able to explain why Muhammad is important to Islam. • To be able to describe the five pillars of Islam. • To understand the aim and purpose of the pillars of Islam. • To compare Islam and Christianity. <p>To prepare for CA.</p>	<p>Hygiene</p> <ul style="list-style-type: none"> • Identify the different factors which contribute towards someone having excellent personal hygiene. • Describe what could happen to our health if we do not look after our personal hygiene, in both the short term and the long term. <p>Sleep</p> <ul style="list-style-type: none"> • To be able to identify the symptoms of sleep deprivation. • To be able to describe, using statistics, the benefits of quality sleep and the issues presented by sleep deprivation. <p>Healthy Relationships</p> <ul style="list-style-type: none"> • Describe some ways of avoiding dangerous relationships and maintaining positive ones. • Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. • Analyse how the internet could be made safer and how
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Learning Checkpoint Tasks	One learning checkpoint per fortnight resulting in immediate whole class feedback.	One learning checkpoint per fortnight resulting in immediate whole class feedback.	One learning checkpoint per fortnight resulting in immediate whole class feedback.			
Trust Common Assessment Task	Assessment Term 1	Assessment Term 3	Assessment Term 2			
Interleaved Knowledge	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks			
Entitlement Vocabulary	Social Studies Theology Ethics Politics Sociology Values Opportunities Respect Tolerance Unity Democracy Bullying	Identity Nationality Culture Believe Norm Value Mental health Emotional self-awareness Mindfulness Distorted Body image	Fact Belief Religion God Monotheism Polytheism Omnipotent Omniscient Benevolent Creation Bible Qur'an Holy Trinity	Jesus Holy Spirit Tawhid Samaritan Parable Forgive Muhammad Prophet Pillar Shahadah Salat Zakah Sawm, Hajj	Health/healthy Carbohydrates Protein Vitamins/minerals Fibre Fats Mental health Addiction Drugs Substance abuse Caffeine Hygiene Diseases	Consequence Sleep-deprivation Melatonin Cortisol Testosterone Cognitive-function Hypothesis