

## 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
<b>Year 10</b>	<b>Relationships Education</b>		<b>Wider World</b>		<b>Managing Money</b>	
<b>Fundamental Knowledge</b>	<ul style="list-style-type: none"> <li>To understand the behaviour expectations within STEPS.</li> <li>To know what a healthy relationship should look like.</li> <li>To be able to recognise the red flags within any relationship.</li> <li>Identify the different types of family and the roles of family members.</li> <li>Describe the changes in family roles since the 1950s.</li> <li>Explain why roles have changed and why we need to learn about different types of families.</li> <li>To know what is meant by domestic conflict and abuse.</li> <li>To be able to recognise the signs of domestic abuse.</li> <li>Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict.</li> </ul>		<ul style="list-style-type: none"> <li>To know what politics is and how it impacts our lives.</li> <li>To consider ways that we can influence politics including voting and campaigning.</li> <li>To be able to explain the role of the Government and Parliament.</li> <li>To explore the relationship between Government and Parliament.</li> <li>To be able to explain how elections work in the UK.</li> <li>To understand the meaning of representation.</li> <li>To know what the political spectrum is and where you may lie on it.</li> <li>To be able to explain the main differences between political parties.</li> </ul>		<ul style="list-style-type: none"> <li>To consider how adults spend their money.</li> <li>To know the difference between a want and a need.</li> <li>To know what good money habits look like.</li> <li>Understand that money comes in and out, and a budget can be used to manage this process.</li> <li>Consider how advertising and branding can influence our spending habits.</li> <li>To know the difference between buying from savings and buying in cash.</li> <li>Financial planning and money management</li> <li>Different plans for different people</li> <li>Planning for now and planning for the future</li> </ul>	

	<ul style="list-style-type: none"> <li>• To consider why we feel love and where it comes from.</li> <li>• To consider what romantic situations are and are not appropriate.</li> <li>• Identify 'red flags' that someone may be in an abusive relationship.</li> <li>• Describe how a person in an abusive relationship could receive help and the services they can access.</li> <li>• Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.</li> <li>• Explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot.</li> <li>• Explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.</li> <li>• Correctly identify the different ways an online groomer will try to exploit someone.</li> <li>• Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.</li> <li>• Explain why online groomers may use these methods and what the</li> </ul>	<ul style="list-style-type: none"> <li>• To know what the Humans Rights Act (1998) and the Universal Declaration of Human Rights is.</li> <li>• To know what human rights are.</li> <li>• To consider how to protect our rights.</li> <li>• To be able to explain what religious freedom is.</li> <li>• To be able to explain different forms of religious dress.</li> <li>• To know what is meant by terrorism.</li> <li>• To learn about infamous terrorist attacks including 9/11.</li> <li>• To consider how and why people are radicalised.</li> <li>• To consider the causes of war.</li> <li>• To look at modern-day examples of wars and how they started.</li> <li>• To use census data to compare trends in religious belief in the UK.</li> <li>• To consider why religion is growing and declining in different areas.</li> <li>• Identify the differences between misinformation, misinformation, and disinformation.</li> <li>• Describe the main reasons why people create fake news, the</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• What affects a budget</li> <li>• Personal budgets and spending choices</li> <li>• Using tools to manage money</li> <li>• Pay and tax</li> <li>• The real cost of spending</li> <li>• Borrowing products</li> <li>• Implications of borrowing</li> </ul>
--	---	---	---

	<p>consequences for the vulnerable person could be.</p> <ul style="list-style-type: none"> <li>• Describe what constitutes stalking and harassment.</li> <li>• Explain how victims are targeted and the different types of abuse they suffer.</li> <li>• To know the warning signs of CSE and what we can do if we suspect a case of CSE.</li> <li>• To describe red flags for both online and offline safety which suggest cases of CSE.</li> <li>• To explain the manipulation techniques used by abusers.</li> <li>• Identify cases where sexual boundaries have been crossed and a crime has been committed,</li> <li>• Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</li> <li>• Explain why many people do not report sexual crimes.</li> <li>• To be able to correctly identify what to do to prevent revenge porn and what to do if you become a victim.</li> <li>• To describe the long- and short-term consequences of sharing intimate images with partners or friends.</li> </ul>	<p>harm it can cause and argue on both sides about whether it should be illegal.</p> <ul style="list-style-type: none"> <li>• To study various opinions about climate change and our role within it.</li> <li>• To consider the role of individuals with tackling climate change</li> </ul>	
--	--	---	--

	<ul style="list-style-type: none"> <li>• To know the difference between arranged and forced marriages.</li> <li>• To use case studies to learn where victims can find help.</li> <li>• To explain why modern slavery and human trafficking happen.</li> <li>• To know how victims are trafficked, working conditions and the risk of abuse.</li> <li>• To explain why the most vulnerable groups are at most risk.</li> <li>• To know at least three strategies to resolve and manage conflict and when they can be used in.</li> <li>• To explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be.</li> </ul>		
<b>Learning Checkpoint Tasks</b>	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.
<b>Trust Common Assessment Task</b>	Assessment Term 1	Assessment Term 2	Assessment Term 2
<b>Interleaved Knowledge</b>	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

<b>Entitlement Vocabulary</b>	Marriage Family Civil Partnership Single-parent family Nuclear family Same-sex family Adopted Foster Domestic conflict Domestic abuse Dopamine Infatuation Abusive relationship Coercion Controlling relationship Groomer Grooming Online predator Stalking Harassment Child Sexual Exploitation Consent Rape Sexual assault Sexual Harassment Revenge Porn - Takedown Policy Up-skirting Arranged Marriage Forced Marriage Family honour	Misinformation Disinformation Malinformation Democracy Representation Election Constituency Political ideology Political spectrum Political party Religious freedom Freedom of expression Terrorism	Budget Expenditure Income Savings Finance Funds Capital Compound interest Loan Investment Wages Salary
-------------------------------	---	---	---

	Domestic servitude Human trafficking Modern slavery Conflict Resolution Conflict management		
--	--	--	--