

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 10	Relationships Education		Wider World		Sexual Health Education	
Fundamental Knowledge	<ul style="list-style-type: none"> To understand the behaviour expectations within STEPS. To know what a healthy relationship should look like. To be able to recognise the red flags within any relationship. Identify the different types of family and the roles of family members. Describe the changes in family roles since the 1950s. Explain why roles have changed and why we need to learn about different types of families. To know what is meant by domestic conflict and abuse. To be able to recognise the signs of domestic abuse. Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict. 		<ul style="list-style-type: none"> To know what politics is and how it impacts our lives. To consider ways that we can influence politics including voting and campaigning. To be able to explain the role of the Government and Parliament. To explore the relationship between Government and Parliament. To be able to explain how elections work in the UK. To understand the meaning of representation. To know what the political spectrum is and where you may lie on it. To be able to explain the main differences between political parties. 		<ul style="list-style-type: none"> To be able to explain the changes that take place during puberty. To understand that different people have different kinds of bodies. To be able to explain what happens during the menstrual cycle and menopause. To understand how to use various sanitary products. Correctly identify cases where consent has or has not been given. Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. Explain whether consent has been given in situations and how you know this. 	

	<ul style="list-style-type: none"> • To consider why we feel love and where it comes from. • To consider what romantic situations are and are not appropriate. • Identify 'red flags' that someone may be in an abusive relationship. • Describe how a person in an abusive relationship could receive help and the services they can access. • Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive. • Explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot. • 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. • Correctly identify the different ways an online groomer will try to exploit someone. • Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else. • Explain why online groomers may use these methods and what the 	<ul style="list-style-type: none"> • To know what the Humans Rights Act (1998) and the Universal Declaration of Human Rights is. • To know what human rights are. • To consider how to protect our rights. • To be able to explain what religious freedom is. • To be able to explain different forms of religious dress. • To know what is meant by terrorism. • To learn about infamous terrorist attacks including 9/11. • To consider how and why people are radicalised. • To consider the causes of war. • To look at modern-day examples of wars and how they started. • To use census data to compare trends in religious belief in the UK. • To consider why religion is growing and declining in different areas. • Identify the differences between misinformation, misinformation, and disinformation. • Describe the main reasons why people create fake news, the 	<ul style="list-style-type: none"> • To know the legal age of consent. • Identify the skills they will need to be able to negotiate a safe and comfortable sexual relationship. • Describe some ways we can protect ourselves against unsafe sex. • Explain the positives and negatives of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception. • Have a go at practising putting a condom on a condom demonstrator. • To be able to describe the process of conception. • To be able to list several early symptoms of pregnancy. • To explain what is meant by a miscarriage and why this may happen. • To know the different options and help available to pregnant people. • To be able to explain the processes of abortion and adoption. • Identify the most common sexually transmitted Infections
--	---	---	---

	<p>consequences for the vulnerable person could be.</p> <ul style="list-style-type: none"> • Describe what constitutes stalking and harassment. • Explain how victims are targeted and the different types of abuse they suffer. • To know the warning signs of CSE and what we can do if we suspect a case of CSE. • To describe red flags for both online and offline safety which suggest cases of CSE. • To explain the manipulation techniques used by abusers. • Identify cases where sexual boundaries have been crossed and a crime has been committed, • Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these. • Explain why many people do not report sexual crimes. • To be able to correctly identify what to do to prevent revenge porn and what to do if you become a victim. • To describe the long- and short-term consequences of sharing intimate images with partners or friends. 	<p>harm it can cause and argue on both sides about whether it should be illegal.</p> <ul style="list-style-type: none"> • To study various opinions about climate change and our role within it. • To consider the role of individuals with tackling climate change 	<p>(STI) and the best ways of preventing them.</p> <ul style="list-style-type: none"> • Describe the symptoms of the most common STIs. • Explain why using protection is so important and which method of protection best prevents each of the most common STIs. • To understand that pornography does not portray a realistic picture of sex. • To explain the neurochemical changes that occur whilst watching porn. • To recognise the consequences of watching porn. • To consider how the use of alcohol and drugs can lead to risky sexual behaviour. • Describe the consequences of sexting and the legal consequences for those breaking the law. • Explain both long- and short-term consequences of sexting and • To know the risk factors and common symptoms of testicular cancer. • To understand how to perform a testicular self-examination.
--	--	---	--

	<ul style="list-style-type: none"> • To know the difference between arranged and forced marriages. • To use case studies to learn where victims can find help. • To explain why modern slavery and human trafficking happen. • To know how victims are trafficked, working conditions and the risk of abuse. • To explain why the most vulnerable groups are at most risk. • To know at least three strategies to resolve and manage conflict and when they can be used in. • To explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be. 		<ul style="list-style-type: none"> • To understand how difficult prostate cancer can be to detect. • To know the risk factors and common symptoms of breast cancer • To understand how to perform a breast self-examination. • To understand the importance of a smear test and cervical screening • Correctly identify what makes good, safe, healthy sex. • Describe the factors we need to consider, to enjoy a healthy sex life, what is normal and healthy and why. • To understand that you have a choice to delay sex or to enjoy intimacy without sex.
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 2	Assessment Term 3

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	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	Misinformation Disinformation Malinformation Democracy Representation Election Constituency Political ideology Political spectrum Political party Religious freedom Freedom of expression Terrorism	Puberty PMS Periods Menstruation Menopause: Please collect the sanitary products from L6. Rape Consent Non-consensual Non-consensual sex Age of consent STI Contraceptive Contraception Condom: You will need to collect the resources from L6. This should be an interactive lesson where students are able to have a chance to try the different methods of contraception. By the end of the lesson, each student must have attempted to put a condom on a condom demonstrator. Pregnancy Miscarriage Abortion Medical abortion Surgical abortion

	<p>Up-skirting Arranged Marriage Forced Marriage Family honour Domestic servitude Human trafficking Modern slavery Conflict Resolution Conflict management</p>		<p>Adoption: This can be an emotive topic; some students may have been adopted and some may have strong opinions about abortion. Sexually transmitted disease STD / STI Pornography Sexting Testicular cancer: Please collect model testicles from L6. Cervical cancer Breast cancer Smear There is some nudity in this lesson: Please collect model breasts from LLR. Masturbation Orgasm: So much of this topic is about the dangers and risks involved with sex. This lesson is to try and show that sex can be positive too.</p>
--	---	--	--