

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



| | Topic one | Topic two |
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| Year 9 | Healthy Relationships: Looking after yourself | Should happiness be the purpose of life? |
| Fundamental Knowledge | <ul style="list-style-type: none"> • To consider what is meant by 'family'. • To be able to identify different types of family, include their legal status. • To be able to explain the role of the family. • To be able to explain how relationships can contribute to happiness. • To understand the origins and purpose of marriage over time • To understand the role of marriage today. • To be able to explain how relationships can contribute to happiness. • To be able to judge when a family is not safe and who to speak to about it. • To be able to identify the characteristics of positive and healthy relationships (include online relationships) • To consider how to improve relationships. • To be able to identify different types of bullying and how to respond to bullies. | <ul style="list-style-type: none"> • Compare and explain different ways to happiness (e.g., Christian, Buddhist and non-religious) • Explain how people use different sources of authority in deciding what the purpose of life is. • Show how beliefs and teachings can affect people's views on whether it is important to achieve happiness. • Offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including students' own view. • Evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses. • Christianity: Explore what the Bible says, compare the happiness that comes from life lived in relationship with God to the happiness that comes from acting to make the world better. • Buddhism: explore the un-satisfactoriness of life: dukkha. Find out whether the teachings of the |

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| | <ul style="list-style-type: none"> • To be able to explain how relationships can develop – including the choice to delay sex or enjoy intimacy without having sex. • To know how to be safe in online relationships and what to do if you do not feel safe (including the legal side). • To recognise the characteristics and positive aspects of healthy, intimate relationships. • To understand how to identify and manage sexual pressure. • To know what types of behaviours within a relationship are criminal (including violence and coercive behaviour) • To understand the concepts of, and the laws regarding, sexual exploitation, abuse, grooming, consent, harassment, and rape, and how these can affect current and future relationships. • To know what to do if you feel that you are a victim of harassment, coercive control, or sexual violence. • • To understand the role that gangs play in society. • To know and understand the signs of grooming. • To be able to identify the signs of grooming. • To understand the risks of CSE • To understand the risks and signs of county lines | <p>Buddha can be understood as above all a search for happiness.</p> <ul style="list-style-type: none"> • Non-religious worldviews: find out about the secular Action for Happiness group, promoting mindfulness, celebration of life, community action. How does a religious idea of ‘the good life’ compared to non-religious worldviews? • Consider how religious or spiritual happiness is attained: e.g., through acting in the world, or through prayer and contemplation? • Compare a consumerist or materialist pursuit of happiness. • Consider if attaining happiness is morally acceptable/ • Can we evaluate the sort of happiness aimed for and say which sort is more moral than another? |
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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. |
| Trust Common Assessment Task | Assessment Term 2 | Assessment Term 1 |
| 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 |
| Entitlement Vocabulary | Family Evolution Beanpole Reconstituted Nuclear Extended Trusted adult Relationships: Coercive Exploitation Harassment Equity Consent Safe relationships: Intimacy Child sexual exploitation Grooming County lines Cuckooing Social services | Compare Contrast Worldviews Sources Authority Coherent Evaluate Justifications Satisfaction Meaning Purpose Measured Commands Encapsulate Mundane Supramundane Psychology Secular Extent |

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| | Children's services In Loco Parentis. | Existence Consider |
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