

Key Stage 4: Social Ethics Curriculum Map 2022-23

Prior Learning:

At KS3 the aim was for students to:

- Have a strong foundation in world beliefs
- See how belief affects action
- Consider how to get along with other people
- Recognise healthy and unhealthy relationships
- Understand the basics of money and its management
- Grasp how discrimination is not accepted in modern day Britain.
- Understand the impact of substances such as alcohol and drugs.

Curriculum Intent:

The curriculum of Social Ethics has been designed to give every student the opportunity to explore and engage with real world issues and debates to prepare them to be active and valued members of modern-day Britain and its place in the world. Students will be able to see themselves in the curriculum and explore their feelings and beliefs in relation to a wide range of topics. Social Ethics is designed as a cross curricular subject that further supports the learning, knowledge, and skills developed in other subjects. The curriculum has been designed with consideration to our students in mind. The nature of Social Ethics is its intersectionality with other departments and its links to IT, numeracy and literacy.

Social Ethics is split into 3 themes, **Health and Wellbeing**, **Living in the Wider World**, and **Relationships**.

Year 10

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
Module Title	Mental Health	Work Experience	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Financial Decision Making
Learning Focus:	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Preparation for and evaluation of work experience and readiness for work	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	The influence and impact of drugs, gangs, role models and the media	Communities, belonging and challenging extremism	Preparation for and evaluation of work experience and readiness for work
Careers Focus	Preparing for first hand experience in the workplace. How to select work experience and reflect on experiences.		Recognise how role models can be both positive and negative and how to effectively select the most appropriate role models.		Grasping the financial decision making that comes hand in hand with employment and living in the adult world.	

Assessment	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.
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Year 11					
	Autumn Term 1 7 weeks Health and Wellbeing	Autumn Term 2 Living in the Wider World	Spring Term 1 Relationships	Spring Term 2 Health and Wellbeing	Summer Term 1 Relationships
Module Title	Building for the Future	Next Steps	Communication in Relationships	Independence	Families
Learning Focus: How I fit into the global community	Self-efficacy, stress management, and future opportunities	Application processes, and skills for further education, employment and career progression	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Responsible health choices, and safety in independent contexts	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Careers Focus	Engaging with application processes to prepare for the next steps in our lives. Working on self-management techniques.		The importance of developing self-responsibility so we can work and live independently.		How to manage relationships and how those relationships can affect our working lives.
Assessment	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.