

The CPRE curriculum is designed to build pupils' understanding of the world around them and to equip them with the skills necessary to become happy, safe and successful citizens. By the end of KS3, pupils will have learned how to stay safe and build for their future in CPE, while in RE they will have learned about the religions of the world and the diversity of the human race. Pupils will develop their critical thinking and evaluation skills, learning to weigh up arguments and formulate their own, substantiated conclusions. By the end of KS4 in core CPRE, pupils will have built on their prior learning, enhancing their understanding of the wider world and exploring a range of moral and ethical dilemmas, further developing their ability to respond to different interpretations and arguments. Pupils will continue to prepare for their future in the wider world and will be equipped with the knowledge and skills to be successful in whichever path they choose for themselves.

We also offer Religious Studies as an option at both GCSE and A Level

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment
7	<p><b>Enquiry 1: How do I keep myself safe at home and in school?</b> <u>Key issue:</u> Road safety, E-safety, healthy relationships and grooming</p> <p><b>Enquiry 2: What is puberty and how will it affect me?</b> <u>Key issue:</u> Puberty and Self-Awareness</p> <p><b>Enquiry 3: Why is the United Nations Convention on the Rights of the Child so important?</b> <u>Key issue:</u> Child rights.</p> <p><b>Enquiry 4: What is mental health?</b> <u>Key issue:</u> Mental Health</p> <p><b>Enquiry 5: What could I do with my life?</b> <u>Key issue:</u> Careers (Part 1)</p> <p><b>Enquiry 6: Should smoking be banned completely?</b> <u>Key issue:</u> Smoking</p> <p><b>Enquiry 7: Why are banks important and how can I start to build for my future?</b> <u>Key issue:</u> Personal Finance Part</p> <p><b>Enquiry 8: How dangerous is the Sun and what can I do to protect myself?</b> <u>Key issue:</u> Sun Safety</p> <p><b>Enquiry 9: How can First Aid help us to save lives?</b> <u>Key issue:</u> Emergency Aid</p>	<p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p>	<p>Personal safety; physical and emotional health and wellbeing; diversity; self-reflection; short and long-term planning</p>	<ul style="list-style-type: none"> <li>• Classwork and homework, marked on an effort scale.</li> <li>• Subject knowledge quizzes.</li> <li>• Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.</li> <li>• Pupils are assessed on an engagement scale.</li> </ul> <p><b>Detailed Feedback:</b> Detailed feedback will be provided on at least one piece of classwork each half-term.</p>

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8	<p><b>Enquiry 1: How dangerous is alcohol and what can be done to make sure it is enjoyed safely?</b> <u>Key Issue:</u> Alcohol</p> <p><b>Enquiry 2: Should cannabis be legalised?</b> <u>Key Issue:</u> Cannabis and substance abuse</p> <p><b>Enquiry 3: How safe is the Internet?</b> <u>Key Issue:</u> Internet safety and child exploitation.</p> <p><b>Enquiry 4: How can human beings make a difference if they feel strongly about something?</b> <u>Key Issue:</u> Pressure Groups</p> <p><b>Enquiry 5: What does it truly mean to be British?</b> <u>Key Issue:</u> Cultural awareness of 'Britishness'; diversity, equality and multiculturalism.</p> <p><b>Enquiry 6: How does our society deal with young people that commit crime?</b> <u>Key Issue:</u> Youth crime</p> <p><b>Enquiry 7: What challenges are faced by many human beings and what lessons can we learn from them?</b> <u>Key Issue:</u> Disability awareness</p> <p><b>Enquiry 8: How can I make sure that I enjoy my money, but also prepare for the future?</b> <u>Key Issue:</u> Budgeting</p> <p><b>Enquiry 9: How can I make myself desirable to employers when I leave school?</b> <u>Key Issue:</u> Employability (Careers Part 2)</p>	<p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p>	<p>Personal safety; physical and emotional health and wellbeing; diversity; self-reflection; short and long-term planning</p>	<ul style="list-style-type: none"> <li>• Classwork and homework, marked on an effort scale.</li> <li>• Subject knowledge quizzes.</li> <li>• Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.</li> <li>• Pupils are assessed on an engagement scale.</li> </ul> <p><b>Detailed Feedback:</b> Detailed feedback will be provided on at least one piece of classwork each half-term.</p>

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9 (as CPRE)	<p><b>Enquiry 1 (Part 1): Now that I am 13, what kind of work can I do?</b> <u>Key Issue:</u> Young people and part-time work</p> <p><b>Enquiry 1 (Part 2): What does my future hold?</b> <u>Key Issue:</u> Careers Part 3</p> <p><b>Enquiry 2: What do we mean by ethics and how do we decide what is ethical?</b> <u>Key Issue:</u> Introduction to ethics</p> <p><b>First Give scheme</b></p> <p><b>Enquiry 3: How powerful actually is the Queen?</b> <u>Key Issue:</u> How Parliament works</p> <p><b>Enquiry 4: What is credit and how can I avoid financial trouble when I am older?</b> <u>Key Issue:</u> Personal finance part 3</p> <p><b>Enquiry 5: Why is sexual health and awareness so important?</b> <u>Key Issue:</u> Sex education, including healthy relationships.</p> <p><b>Enquiry 6: How does the government afford to run, and improve, the country?</b> <u>Key Issue:</u> Contracts, wages, taxation and government finance.</p> <p><b>Enquiry 7: Are we all philosophers?</b> <u>Key Issue:</u> Introduction to philosophy</p>	Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.	Personal safety; physical and emotional health and wellbeing; diversity; self-reflection; short and long-term planning; teamwork, communication and coordination	<ul style="list-style-type: none"> <li>• Classwork and homework, marked on an effort scale.</li> <li>• Subject knowledge quizzes.</li> <li>• Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.</li> <li>• Written assessments to measure pupils' extended writing ability.</li> </ul> <p><b>Detailed Feedback:</b> Detailed feedback will be provided on at least one piece of classwork each half-term. This will normally be the written assessment.</p>

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<p><b>10</b> <b>(core CPRE)</b></p>	<p><b>Enquiry 1: Who am I and what are my aspirations?</b> Key issue: Identity</p> <p><b>Enquiry 2: What are the dangers associated with recreational drugs?</b> Key Issue: Drug Awareness</p> <p><b>Enquiry 3: How do I make myself desirable to employers?</b> Key Issue: Employability skills</p> <p><b>Enquiry 4: How can I do the best I possibly can in my GCSEs?</b> Key Issue: Revision Techniques/study skills</p> <p><b>Enquiry 5: What are human rights and why are they so important?</b> Key Issue: Human Rights</p> <p><b>Enquiry 6: What makes an extremist and are all their intentions harmful?</b> Key Issue: Extremism and Radicalisation</p> <p><b>Enquiry 7: What does it mean to be part of the LGBTQ+ community?</b> Key Issue: Gender identity and sexuality</p> <p><b>Enquiry 8: Why is it so important to manage money carefully?</b> Key issue: Financial management</p>	<p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p>	<p>Personal safety; physical and emotional health and wellbeing; diversity; self-reflection; short and long-term planning</p>	<ul style="list-style-type: none"> <li>• Classwork and homework, marked on an effort scale.</li> <li>• Subject knowledge quizzes.</li> <li>• Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.</li> <li>• Pupils are assessed on their attitude to learning.</li> </ul>

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<b>11</b> <b>(core CPRE)</b>	<p><b>Enquiry 1: What should I do when my GCSEs are over?</b> Key Issue: Post-16 Options</p> <p><b>Enquiry 2: What dangers might modern technology pose to my future aspirations?</b> Key issue: Internet safety</p> <p><b>Enquiry 3: How do I buy a house?</b> Key Issue: Financial planning</p> <p><b>Enquiry 4: What are HIV and AIDS?</b> Key Issue: HIV/AIDS</p> <p><b>Enquiry 5: How fair is our society?</b> Key Issue: Prejudice and discrimination</p> <p><b>Enquiry 6: What should be done with those who break the law?</b> Key Issue: Crime and Punishment</p> <p><b>Enquiry 7: Should the right to die exist?</b> Key Issue: Euthanasia and assisted suicide</p> <p><b>Enquiry 8: How can I do the best I possibly can in my GCSEs?</b> Key Issue: Revision Techniques</p>	<p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p>	<p>Personal safety; physical and emotional health and wellbeing; diversity; self-reflection; short and long-term planning</p>	<ul style="list-style-type: none"> <li>• Classwork and homework, marked on an effort scale.</li> <li>• Subject knowledge quizzes.</li> <li>• Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.</li> <li>• Pupils are assessed on their attitude to learning.</li> </ul>