

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. In CPE pupils study three central themes that run through each year group: Relationships and Sex Education, Health and Wellbeing and Living in the Wider World. 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>Theme 1: Relationships <u>Key content:</u> Friendship; family relationships; falling in love; bullying; cyberbullying; staying safe; identity; radicalisation and extremism</p> <p>Theme 2: Health and Wellbeing <u>Key content:</u> Drugs; healthy lifestyle; periods; smoking; mental health</p> <p>Theme 3: Living in the Wider World <u>Key content:</u> Budgeting; wants and needs; social media; prejudice and discrimination</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 key concepts.</p>	<p>Healthy relationships; types of bullying; personal safety; identity; radicalisation and extremism; harmful substances; how to maintain a healthy lifestyle; periods; the dangers of smoking; how to maintain positive mental health; budgeting; wants and needs (human rights and the rights of the child); social media; prejudice and discrimination.</p>	<ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. • Pupils are assessed on an engagement scale.
8	<p>Theme 1: Health and Wellbeing <u>Key content:</u> Personal development; managing behaviour; mindfulness; vaping; cancer awareness; personal safety; teen pregnancy</p> <p>Theme 2: Living in the Wider World <u>Key content:</u> Income and expenditure; tax and NI; careers; employability; prejudice and stereotypes; Internet safety and the media</p> <p>Theme 3: Relationships <u>Key content:</u> Safe sex; pornography; image sharing; STIs; body image; domestic conflict; British Values; extremism and radicalisation</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 key concepts.</p>	<p>Personal safety and development; how to manage behaviour for success; mindfulness and positive mental health; dangers associated with vaping; cancer awareness; teen pregnancy; income and expenditure; tax and NI; career pathways and opportunities; employability; prejudice and stereotypes; Internet safety and the media; safe sex; pornography; image sharing; STIs; body image; domestic conflict; British Values; extremism and radicalisation.</p>	<ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. • Pupils are assessed on an engagement scale.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment
<p>9 (as CPRE)</p>	<p>Theme 1: Religious Education <u>Key concepts:</u> Philosophy, morality, Plato, Divine Command Theory, Ethics, Abortion.</p> <p>Theme 2: Relationships <u>Key content:</u> LGBTQ+; Domestic violence; safe sex; consent; body image; child sexual exploitation; abusive relationships; diversity; peer pressure</p> <p>Theme 3: Health and Wellbeing <u>Key content:</u> Drugs; alcohol; dealing with stress; discrimination; growth mindset; interpersonal skills; social media management</p> <p>Theme 4: Living in the Wider World <u>Key content:</u> Human rights; work skills; personal finance – avoiding debt; knife crime; young offenders; employability</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>The basics of Philosophy from Plato and the cave, to Ethics and how it can be applied to the issue of Abortion.</p> <p>The LGBTQ+ community; domestic violence; safe sex; consent; body image; child sexual exploitation; abusive relationships; diversity; peer pressure; drugs and harmful substances; alcohol; dealing with stress; discrimination; growth mindset; interpersonal skills; social media management; human and child rights; work skills; personal finance, including how to avoid debt; knife crime; young offenders; employability.</p>	<ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. • For RE only- Written assessments to measure pupils' extended writing ability. This will cover all KPI's. <p>Detailed Feedback: Detailed feedback will be provided for the RE assessment</p>
<p>10 (core CPRE)</p>	<p>Theme 1: Relationships <u>Key content:</u> Same sex relationships; forced and arranged marriages; gender and trans identity; sexism; revenge porn; harassment</p> <p>Theme 2: Living in the Wider World <u>Key content:</u> Fake news; critical thinking; anti-social behaviour; CVs; criminal justice system; racism; extremism; gangs and county lines</p> <p>Theme 3: Health and Wellbeing</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 key concepts.</p>	<p>Same sex relationships; forced and arranged marriages, and the difference between these; gender and trans identity; sexism; revenge porn; harassment; fake news; critical thinking; anti-social behaviour; CVs; the criminal justice system; racism; extremism; gangs and county lines; suicide; grief and bereavement; hate crime; binge drinking; social media and</p>	<ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment
	<p><u>Key content</u>: Suicide; grief and bereavement; hate crime; binge drinking; social media and self-esteem; managing screen time.</p>		<p>self-esteem; managing screen time effectively.</p>	<ul style="list-style-type: none"> Pupils are assessed on their attitude to learning.
<p>11 (core CPRE)</p>	<p>Theme 1: Relationships <u>Key content</u>: Bullying and body shaming; types of relationship; consent; sexual abuse; safe sex; chem sex; break ups; happiness</p> <p>Theme 2: Living in the Wider World <u>Key content</u>: Animal rights; pollution; sustainability; multiculturalism; extremism; the Dark Web; cybercrime; study skills; employability</p> <p>Theme 3: Health and Wellbeing <u>Key content</u>: Identity; diversity; privilege; body positivity; reproductive health; first aid; perseverance; sleep; addiction; digital footprint.</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 key concepts.</p>	<p>Bullying and body shaming; types of relationship; consent; sexual abuse; safe sex; chem sex; break ups; happiness; animal rights; pollution; sustainability; multiculturalism; extremism; the Dark Web; cybercrime; study skills; employability; identity; diversity; privilege; body positivity; reproductive health; first aid; perseverance; sleep; addiction; digital footprint.</p>	<ul style="list-style-type: none"> Classwork and homework, marked on an effort scale. Subject knowledge quizzes. Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. Pupils are assessed on their attitude to learning.