

Landau Learner Curriculum Overview

Subject: Values/RE

Mr P Butler

Year: 10

Curriculum organisation				
Students are taught in mixed ability for the equivalent of 3 single lessons per fortnight. The curriculum include aspects of Religious Education, Careers, PSHE, citizenship and RSE.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<ul style="list-style-type: none"> Moral decision making – secular and religious Apply to ethical issues 	<ul style="list-style-type: none"> Finance Running a Household Tax 	<ul style="list-style-type: none"> Healthy Mind Healthy Body How to deal with loss 	<ul style="list-style-type: none"> Money matters and Addiction 	<ul style="list-style-type: none"> Healthy decisions
<p>*Links: Prior learning KS3: Yr 7 Dharmic traditions. Yr 8 Jesus’ teachings, yr 9 Buddhist teachings.</p> <p>Curriculum Intent: Students learn what ethical issues are and ways to make ethical decisions using religious and secular systems of thought. They apply these moral systems to a range of ethical issues including medical ethics, crime and punishment.</p> <p>National Curriculum: RE Locally Agreed syllabus for Derby and Derbyshire</p>	<p>*Links: Prior learning KS3: Year 9 budgeting</p> <p>Curriculum Intent: Students to understand the cost of living. To know different forms of pay, running a household and budgeting, renting, real cost of shopping, taxation and costings.</p> <p>National Curriculum: You and your money. Finance and budgeting. Income and expenditure, savings, and how public money is raised and spent.</p>	<p>*Links: Prior learning KS3: Year 7 relationships and wellbeing</p> <p>Curriculum Intent: To understand the effects of drugs and alcohol on physical and emotional health. To ensure students are prepared for potential risks in society including; emotional health, addiction, healthy relationships and maintaining sexual health. Students are encouraged to reflect on these issues from a religious, secular and personal perspective.</p> <p>National Curriculum: Caring for your body; You and your health. Drugs, alcohol and tobacco. RSE; healthy relationships. Intimate and sexual relationships, including sexual health</p>	<p>*Links: Prior learning KS3: Year 8 budgeting, yr 9 finance</p> <p>Curriculum Intent: For students to be aware of their rights as a consumer. Students are encouraged to reflect on these issues from a religious, secular and personal perspective. For them to be aware of the risks of on-line gambling and fraud.</p> <p>National Curriculum: On-line safety and harms Rights of a consumer Addiction</p>	<p>*Links: Prior learning KS3:</p> <p>Curriculum Intent: For students to understand about medical ethics, form a range of religious and secular perspectives. Students to understand how to make use of the NHS and how to protect oneself from cancer.</p> <p>National Curriculum: Religious and secular responses to medical ethics. The role and use of NHS. Prevention from cancer. Healthy eating, mental/physical well-being</p>
Equipment needed for sessions:		What can you do to support your child?		
<ul style="list-style-type: none"> Values exercise book Current reading book 		<ul style="list-style-type: none"> Encourage your child to discuss issues that arise with you at home. Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them. Encourage them to complete the homework tasks they are set by their Values teachers to a high standard, asking them to show you the finished work. 		

How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none">• Baseline assessment• Marking of written is carried out on a regular basis in line with the College policy• End of year summative assessment.• Regular peer and self-marking.	<ul style="list-style-type: none">• Activities to promote mental and physical health• Discuss issues of sexual health and relationships