

Beths Grammar School KS4 Religious Studies Curriculum Map

Term Year 10	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term	<p>Transition to GCSE's Intro to VESPA First Aid Healthy choices Healthy Body and Mind Alcohol and smoking Dangers of drugs</p>	<p>Reflecting on strengths and weaknesses; goal setting; evaluating habits and routines Applying first aid steps; evaluating scenarios; decision-making under pressure Critical thinking on lifestyle choices; evaluating sources of health information Analysing consequences; comparing short- and long-term impacts Risk assessment; understanding legal and health implications</p>	<p>Think-pair-share, personal reflection logs, whole-class feedback Verbal Q&A, role-play scenarios, group discussion Quizzes, peer teaching, cold calling Sorting tasks, questioning, case study discussion</p>

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<p>Autumn Term</p>	<p>E-safety E-safety and online relationships Sexting Cyberbullying All about money (what motivates people) All about money- how does social media influence views on money Can it be trusted? To identify whether social media can be trusted.</p>	<p>Assessing risks; analysing online behaviours; understanding consent and boundaries online Evaluating risks and pressures; understanding legal context; ethical reasoning Recognising bullying patterns; evaluating responses and support strategies Identifying personal values; examining influence on financial decisions Analysing influence of influencers/ads; evaluating media literacy Evaluating reliability of online content; critical source analysis</p>	<p>Scenario evaluation, class polls, verbal responses Class debates, digital footprint mapping, questioning Case study analysis, student-led discussion, role-play Cold calling, scenario work, class surveys Reflection questions, think-pair-share Media analysis activity, guided questioning Source comparison tasks, visual annotations, live modelling answers</p>
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<p>Spring Term CHANGE USING MEDWAY RESOURCES</p>	<p>Empathy LGBTQ+IA Sexism Sexual Harassment Looking out for one another.</p>	<p>Perspective taking; evaluating emotional responses; developing emotional literacy. Analysing social attitudes; understanding inclusion and equality Evaluating gender norms; analysing societal structures and discrimination Applying knowledge of consent; assessing responses; evaluating scenarios Developing peer support skills; evaluating safe interventions Just Like Us Assembly</p>	<p>Discussion prompts, empathy mapping, reflective journaling Class conversations, myths/facts sorting task Case study responses, think-pair-share Real-life scenario analysis, guided questioning Peer feedback, group discussion, mini role-play</p>
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Spring Term	Work experience Skills for Careers CV's and Work experience	Applying personal skills; evaluating workplace scenarios; setting goals Identifying transferable skills; reflecting on strengths Structuring a CV; peer reviewing and improving written work	CV draft feedback, mock interviews, partner evaluation Skills audit activity, group discussion Peer critique, teacher Q&A, AfL during CV writing
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<p>Summer Term</p> <p>6 weeks</p> <p>2 lessons</p> <p>2 weeks of mocks</p> <p>2 weeks of lessons</p>	<p>Revision check in ahead of exams</p> <p>Understanding extremism, belonging and the community</p>	<p>Revision assembly</p> <p>Evaluating radicalisation risks; discussing freedom of speech vs hate speech</p> <p>Analysing identity and belonging; assessing impact of community engagement</p>	<p>Scenario debate, guided questioning, think-pair-share</p> <p>Group task feedback, identity web activity</p>
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<p>Summer Term</p>	<p>Financial Management Credit and Debt Loans and the Dangers of Debt Money and Wellbeing My payslip Insurance Setting targets</p>	<p>What credit is (borrowing money now and paying it back later). The difference between secured and unsecured debt. Understanding interest rates (APR) and how they affect repayments Types of loans (personal, payday, student, mortgage, etc.). The cost of borrowing (interest, fees, penalties). Long-term effects of high-interest debt (e.g., payday loans). Budgeting as a tool to reduce financial stress. Understanding wants vs. needs. The benefits of financial planning and saving for the future. Understanding taxes (Income Tax, National Insurance contributions). Other deductions (pension contributions, student loan repayments). Difference between gross income and take-home pay. What insurance is and why it's important (risk management). Types of insurance (home, car, life, health, travel, contents). Terms like premiums, excess, claims, policies.</p>	<p>Students are given real-life financial dilemmas (e.g., "Should I use a credit card to pay for a holiday?") and asked to make and justify a decision.</p> <p>Quick-fire quiz using statements (e.g., "Credit cards always have lower interest than loans") to assess misconceptions.</p> <p>Place signs reading "Safe" and "Risky" at opposite ends of the room. Read out loan scenarios and have students position themselves accordingly, then discuss reasoning.</p> <p>Use red, amber, green cards to check understanding of loan concepts in real-time.</p> <p>Students create a mind map linking money habits (e.g., overspending, budgeting, saving) to mental wellbeing outcomes.</p> <p>Pairs act out a conversation between a person with good money management and someone struggling. Class gives feedback on financial choices and support.</p> <p>Give a sample payslip with missing labels and have students fill in or match the correct terms.</p>
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		<p>The importance of financial goal setting (short-, medium-, and long-term).</p> <p>How to create SMART financial goals (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>Planning for big expenses (e.g., education, car, home, holidays).</p>	<p>Provide different scenarios with risks and ask students to decide whether insurance is needed, and which type.</p> <p>Think-Pair-Share: Ask students to think of a financial goal, discuss it with a partner, and share with the class.</p>

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Year 11	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term	<p>Reflecting on the transition to KS4 and beyond Revision strategies Mapping a career path Making a good impression Preparing for work experience Reflecting on work experience</p>	<p>Self-reflection; identifying achievements and areas for growth Applying memory techniques; evaluating effectiveness of revision plans Planning for future goals; evaluating educational routes and job markets Communication skills; analysing first impressions Applying practical organisational skills; setting learning goals Evaluating performance and outcomes; identifying transferable skills</p>	<p>Think–pair–share, personal goal setting activities Cold calling, shared strategy boards Careers roadmap task, teacher Q&A Role-play, peer feedback Work placement preparation checklist, verbal discussion Post-placement reflection/ group reflection</p>

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<p>Autumn Term</p>	<p>Wellbeing and social media Reframing negative thinking Recognising mental health Change, loss, grief Promoting emotional wellbeing</p>	<p>Critiquing digital content; understanding screen time and its effects Cognitive reframing techniques; developing emotional literacy Identifying signs of mental distress; evaluating sources of support Understanding grief models; empathy and self-care strategies Creating personal action plans; evaluating wellbeing strategies</p>	<p>Media analysis, opinion polls Journaling, AfL questioning Scenario Q&A, think-pair-share Group discussion, guided reflection Self-assessment checklist, sharing techniques</p>
<p>Spring Term</p>	<p>Managing healthy and unhealthy relationships The role of intimacy and pleasure The impact of pornography Pressure, persuasion and coercion</p>	<p>Assessing relationship dynamics; understanding boundaries and respect Bromley Sexual Health STI and contraception Understanding emotional and physical aspects of intimacy; respectful communication Media literacy; evaluating messages and effects on attitudes Understanding consent; identifying manipulative behaviours</p>	<p>Scenario analysis, cold calling Questioning, structured discussions Class debates, source analysis Think-pair-share, case study work</p>
<p>Spring term</p>	<p>Family conflict Long term commitments Sexual health, fertility and parenthood Pregnancy outcomes</p>	<p>Analysing conflict resolution strategies; emotional regulation Evaluating different relationship choices; understanding responsibilities Understanding reproductive health; evaluating life choices</p>	<p>Discussion tasks, peer reflections Comparative tasks, role-play Guided Q&A, myth/fact quizzes Case studies, scenario evaluation</p>

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	Pregnancy choices and abortion	Exploring different pathways; assessing social and ethical implications Ethical reasoning; understanding legal context and support services	Teacher-led discussion, source evaluation
Summer Term	Organ donation Body modification Coping with exam stress	Understanding bodily autonomy; evaluating ethical considerations Analysing social influences and risks; discussing identity expression Applying mindfulness and planning tools; recognising triggers	Cold calling (avoiding asking personal views but rather what their group discussed), values line activity Scenario analysis, group chat Student-generated strategies, stress toolkit reviews

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