

Beths Grammar School KS5 Religious Studies Curriculum Map

Year 12	INTENT	IMPLEMENTATION	IMPACT
Term	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn 1 Term Relationships: Diversity and Inclusion R1, R2, R3, R24, R25, L25 To see where reference points originate from please see the PSHCE association programme of study Programme of Study KS1-5 . This helps clarify our	Identify the importance of vision and goal setting. Discuss and share short-, medium- and longer-term goals. Share our experiences of the sixth form so far and ask questions. Identify the values of the school community, British Values and understand their importance and need for implementation. Understand the term sexism and distinguish between sex and gender. Discuss the causes of sexism, explain gender discrimination. Explore different types of racism and the impacts of racism in the short and long term. To identify what can be done to ensure we do not contribute to racism occurring.	Reflecting on personal experiences and applying SMART goal framework to own life; engaging in peer discussion. Identifying and analysing values through case studies; comparing school and British values; evaluating their significance in different scenarios. Exploring the distinctions between sex, gender, and sexism through discussion and media analysis; evaluating case studies for bias and stereotypes Use of anonymous question box to safely explore sensitive issues around sexism and gender identity. Engaging with real-world examples of racism to differentiate types; applying understanding in scenarios that require active anti-racist strategies. Use of anonymous question box to allow safe exploration of racial discrimination and microaggressions. Analysing the concept of culture and diversity through self-reflection and group sharing; evaluating the impact of cultural awareness activities.	Verbal goal-setting check-in; circle time reflection on sixth form transition. Think-pair-share on British and school values; call and response to check recall. Think, pair, share on gender roles; group debrief on everyday sexism scenarios. Discussion on racism and discrimination; cold calling to deepen analysis. Value activity on cultural pride vs. stereotypes; verbal exit round Consider different LGBTQ+ perspectives; think-pair-share reflections.

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<p>intent and meets statutory guidance and is adapted to suit the needs of our school.</p>	<p>To understand the difference between diversity and culture. Students to gain/develop their understanding of their own cultural identity.</p> <p>To understand the important for celebrating cultural diversity. Develop knowledge of black history month (1st Oct – 31st Oct)</p> <p>Identify the meaning of LGBTQIA+.</p> <p>Understand the purpose of Pride and the inequalities the community is facing.</p> <p>Learn how to be allies for the community.</p> <p>Understand radicalisation and how it can occur. Identify signs of radicalisation and extremism. Understand PREVENT strategies and what to do if you have concerns about your peers.</p> <p>Understand rights in relation to harassment (including online) and stalking, how to respond and access support.</p> <p>Be able to explain what the bystander effect is.; Understand where the concept came from.; Identify areas where you could become an example of someone playing a part in the bystander effect.</p>	<p>Interpreting LGBTQ+ terminology; reflecting on privilege and allyship through scenarios and structured debate Use of anonymous question box to allow students to submit questions on LGBTQ+ identity and prejudice without fear of judgement.</p> <p>Assessing case studies of radicalisation; applying British Values to identify risks and appropriate responses in peer situations.</p> <p>Just Like Us resources used and assembly</p> <p>Using real-life examples and legislation to understand rights and support pathways; evaluating how to respond to harassment and stalking Use of anonymous question box for students to ask questions about harassment, stalking and peer safety.</p> <p>Examining psychological studies on bystander behaviour; reflecting on personal responsibility and moral decision-making in group tasks.</p>	<p>Scenario role-play on radicalisation signs; no-hands questioning for responses.</p> <p>Verbal reflection on harassment scenarios; practice responses to difficult scenarios.</p> <p>Small-group analysis of bystander effect examples; P4C style discussion to reflect on barriers stopping individuals from calling out injustice/ violence.</p>
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<p>Autumn 2 Term Mental Health and Emotional Wellbeing H1, H2, H3, H4, H5, H6, H7, H13</p>	<p>The signs of emotional or mental ill-health; how, when and why to access appropriate support and treatment; strategies to promote mental health and emotional wellbeing and address difficulties.</p> <p>Stress management strategies; ; Learn how to manage work-life balance, including study, leisure, exercise, sleep and time online.</p> <p>The effects on body image and self-esteem, of idealised images of bodies and pressure to conform.; strategies to manage influences on body image.</p> <p>Learn how to manage influences and risks relating to cosmetic and aesthetic body alterations.</p>	<p>Analysing symptoms of mental ill-health; researching and evaluating support strategies and local services.</p> <p>Reflecting on personal stressors and coping strategies; evaluating different techniques to improve balance and mental wellbeing.</p> <p>Assessing the influence of media and social norms on body image; developing resilience strategies through guided discussion.</p> <p>Critically discussing trends in body modification; assessing risks and societal influences using case studies and visual media.</p>	<p>Call and response on signs of mental ill-health; think-pair-share on where to get help.</p> <p>Stress myths; verbal exit round on personal coping strategies.</p> <p>Scenario-based group discussion on media images; primarily focused on assessing knowledge of healthy influences.</p> <p>Peer-led discussions on body modification, exploring decision-making.</p>
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<p>Spring 1 Term Relationships R11, R12, R13, R19, R20, R21, R22, R23, R24</p>	<p>Learn how to seek and assertively give, not give or withdraw consent, in all contexts; The legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent. The emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent.</p> <p>Explain legal and moral responsibilities in relation to seeking consent; recognise factors that might affect capacity to consent; analyse the emotional, physical, social and legal consequences of failing to respect others' right not to give, or to withdraw, consent.</p> <p>Identify the signs of unwanted, inappropriate or illegal behaviours, including abuse, exploitation, assault and rape; explain where, why and how to access support and report concerns; evaluate attitudes towards abuse and their impact on young people; explain how to challenge victim-blaming, including when abuse occurs online.</p> <p>Rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help.</p>	<p>Interpreting legal definitions and moral complexities of consent; role-playing assertive communication in varied social contexts</p> <p>Use of anonymous question box to clarify concerns around consent and communication without discomfort.</p> <p>Discussion, reflection, application of key terminology to real-world or personal scenarios.</p> <p>Matching up legal definitions with explanation (abuse, exploitation, sexual assault, rape, stalking, harassment, forced marriage, and honour-based violence).</p> <p>Re-visiting the role of Designated Safeguarding Leads (DSLs) and external services (e.g. Childline, CEOP, NSPCC).</p> <p>Specific advice how to make a disclosure safely and the confidentiality boundaries of reporting.</p> <p>Reflecting and evaluating the benefit of different exit strategies in unhealthy or coercive relationships (e.g. trusted adults, safety planning, helplines, digital safety tools like blocking or reporting) and any barriers one may entail.</p> <p>Procedures for reporting online abuse, including to platforms and the police.</p>	<p>A short quiz covering:</p> <p>Definitions of types of abuse.</p> <p>Which behaviours are illegal.</p> <p>What consent means in law.</p> <p>Key organisations for support.</p> <p>Present a realistic scenario (e.g. someone receiving repeated messages online after saying no to a date). Students answer questions:</p> <p>What types of behaviour are present?</p> <p>Is anything illegal or inappropriate?</p> <p>What could the person do to seek help or exit the situation?</p> <p>How might victim-blaming attitudes affect them?</p> <p>Give students different scenarios (e.g. controlling relationship, online blackmail, peer pressure to send</p>
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	<p>The unacceptability and illegality of forced marriage and ‘honour’-based violence and how to safely seek help; ; exit strategies for pressurised or dangerous situations; exit strategies for unhealthy relationships.</p> <p>Rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help; The unacceptability and illegality of forced marriage and ‘honour’-based violence and how to safely seek help; exit strategies for pressurised or dangerous situations; exit strategies for unhealthy relationships.</p>	<p>Discussing what power dynamics in abusive relationships may be at play (e.g. grooming, gaslighting, coercive control).</p> <p>Reflecting on the impact of victim-blaming and its psychological impact (e.g. shame, trauma, silence).</p> <p>Discussing what is meant by cycle of abuse and emotional manipulation and common trauma responses (fight, flight, freeze, fawn).</p>	<p>nudes). Role-play or present an "exit plan" that includes:</p> <p>How the person could safely leave or challenge the situation.</p> <p>Who they could speak to for help.</p> <p>What internal resources or digital tools they might use</p> <p>Pose a statement like: “If someone shares a private image, they are partly responsible if it spreads. Students must explain why this is victim-blaming, its consequences, and how such attitudes impact survivors.</p>
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<p>Spring 2 Term Readiness for work- L1, L5, L6, L7, L8, L9, L10, L11, L12 Health and wellbeing: Health choices and safety- H14. H15. H16. H17, H21, H22, H23, H24, R19, R20</p>	<p>National Apprenticeship week International and National careers week.</p> <p>Students explore how to utilise the platform LinkedIn to network.</p> <p>Learn how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely; Safety, rights and responsibilities when travelling in the uk and abroad, including passport, visa and insurance requirements.</p> <p>Learn how to perform first aid; Learn how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</p> <p>Identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour; The consequences of substance use, and how to manage use of alcohol and other drugs.</p> <p>To understand how to effectively revise</p>	<p>Evaluate personal safety decisions in real-world travel scenarios through discussion and role-play</p> <p>Practise verbally sequencing emergency responses and justifying when to contact services</p> <p>Analyse how substance use impacts decision-making using peer scenarios and group reflection</p> <p>Identify and share effective coping strategies for stress through structured verbal discussion</p> <p>Apply legal knowledge about travel (e.g. visas, insurance) to case studies and group challenges.</p> <p>Analyse real-life scenarios to evaluate how substance use can affect personal safety and consent</p> <p>Reflect on peer influence and social pressures through group discussion and role-play</p> <p>Compare short- and long-term consequences of drug and alcohol use using structured verbal debates</p> <p>Amy Winehouse Foundation assembly</p> <p>Identify links between substances and risky behaviours through case study analysis</p> <p>Evaluate the effectiveness of different methods of revision, ie copying out notes. Why is this not effective?</p>	<p>Scenario role-play: Students act out risky or safe travel choices (e.g., refusing an unlicensed taxi), followed by peer feedback.</p> <p>Quickfire verbal quiz: Call-and-response or “pass the question” format e.g., “What do you check before taking a taxi?”</p> <p>Think, pair, share: Explore decisions like “Should I get in the car with a tired driver?” with peers persuading each side.</p> <p>Peer demonstration: Pairs verbally talk through how to respond in a first aid scenario (e.g., asthma attack), with others observing and questioning.</p> <p>Role-play risky situations: E.g., peer pressure at a party. Class reflects on how different choices change outcomes.</p> <p>Value line activity: Students position themselves on a line for statements like “One drink doesn’t impair judgement” and justify positions.</p> <p>”</p>
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<p>Summer 1 Term</p> <p>Planning for the future</p> <p>L2, L3, L4, L5, L7, L13, L18, L25, H1</p>	<p>To understand exams can be stressful and how to manage change.</p> <p>Mocks take place over two weeks</p> <p>Work experience week</p> <p>Too learn about tax and pensions.</p>	<p>Recognise personal stressors and discuss coping strategies; evaluate the effectiveness of different stress management</p> <p>WizeUp in main school hall to deliver tax and pensions. techniques through peer reflection. Apply knowledge of tax and pension systems to real-life salary scenarios; discuss the implications of different saving strategies</p>	<p>Think-pair-share: “What signs of stress have you seen in yourself or others during exam time?”</p> <p>Students share a stress management strategy; think-pair-share on what helps most during exams. One student plays a “stressed exam candidate” others offer supportive tips or ideas aloud.</p> <p>Cold calling on tax terms; role-play explaining pensions to a peer; verbal quiz on PAYE and National Insurance</p>
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<p>Summer 2 Term</p> <p>Readiness for work L1, L5, L6, L7, L8, L9, L10, L11, L12</p> <p>Planning for the future L2, L3, L4, L5, L7, L13, L18, L25, H1</p> <p>Health and wellbeing: Health choices and safety- H14. H15. H16. H17, H21, H22, H23, H24, R19, R20</p>	<p>Personal responsibility and health Screening.</p> <p>Protection from STI'S.</p> <p>How to budget and save.</p> <p>How to maintain a healthy diet on a budget.</p> <p>How to prepare for the careers farye.</p> <p>ESafety: Online blackmail.</p> <p>How to set goals for the future To consider all the post 18 options available to me.</p>	<p>Bromley Sexual Health in Hall during PSHCE. Analyse STI case studies and verbally compare effectiveness of protection methods; reflect on attitudes through discussion.</p> <p>WizeUp in the hall on budgeting and saving extra money. Evaluate financial choices in peer-based dilemmas; apply budgeting knowledge to real-world examples.</p> <p>Compare food choices; discuss how media shapes eating habits.</p> <p>Practise question-formulation through role-play; reflect on professional communication styles. Look into university terminology and how to make the most of university visits.</p> <p>Categorise safe vs. unsafe online behaviours; respond to digital dilemmas.</p> <p>Reflect on personal values and ambitions; verbally map steps toward long-term goals.</p> <p>Compare routes (uni, apprenticeships, etc.); weigh options against personal strengths.</p>	<p>Annual KS5 Survey on PSHCE</p> <p>Think-pair-share on STI facts; value line on responsibility for protection.</p> <p>Cold calling to justify decisions; verbal continuum on spending habits</p> <p>Discussion time to share barriers to eating healthy and realistic food swaps</p> <p>Reflection tasks using unifrog worksheet. peer rehearsal of Careers Fayre questions</p> <p>Verbal exit round on safety tips. Think, pair, share on scenarios and how best to respond.</p> <p>Students reflect on their values and goals. Think, pair, share on next steps.</p> <p>Value line on options based on case studies and verbal justification of choices.</p>
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Autumn Term Living in the Wider World L13, L14, L15, L16, L17,L18,L19,	Student Finance How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice About consumer rights, how to resolve disputes and access support Credit cards and credit debt How to evaluate the potential gains and risks of different debt arrangements and repayment implications About the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers) How to critically assess different media sources	WizeUp session on student finance and apprenticeships. Interpret key clauses in financial contracts; apply consumer rights to evaluate service disputes. Compare debt options and assess risks; discuss consequences of poor repayment decisions. Evaluate online financial advice and identify misleading content; assess financial risk in online ventures. Identify key credit card features; assess risks vs. rewards of credit use. Explore the significance of Black history in the UK; discuss representation and inclusion. Clarify UCAS process; interpret course requirements and deadlines.	Group analysis of sample contracts; verbal quiz on rights and responsibilities. Verbal budget prioritisation task; circle time on personal spending habits. Scenario-based questions on debt risk; verbal justification of repayment strategies. Group discussion on scam detection; cold call on financial media examples. Call and response on credit card myths; think-pair-share on spending limits. Reflection round on influential figures; group sharing on media portrayal.

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	<p>How to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information</p> <p>Credit cards</p> <p>KS5 MCC</p> <p>UCAS</p>		<p>Verbal Q&A with peers on UCAS steps; timeline sequencing as a starter.</p>
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<p>Autumn Term Health and Wellbeing H4,H5,H6,H7</p>	<p>Remembrance - Show respect for the sacrifice those have made.</p> <p>To understand more about the most common mental health conditions.</p> <p>To be able to spot the signs and symptoms of these conditions</p> <p>To understand the mental health can affect anyone, and to know how to access further support</p> <p>To understand what happens to your body when you experience anxiety and stress</p> <p>To understand the causes, symptoms, and different types of anxiety disorder</p> <p>To learn about coping strategies and where you can seek help if suffering from anxiety.</p> <p>To understand the terms loss, grief and bereavement.</p> <p>To explain the common reactions to grief, and understand that each person grieves differently.</p> <p>To understand the grief process, as well as other coping strategies.</p> <p>To understand what depression is.</p>	<p>Reflect on the meaning of remembrance; discuss national and personal significance.</p> <p>Recognise signs of common mental health conditions; explore support pathways.</p> <p>Understand physical symptoms of anxiety; practise coping strategies.</p> <p>Explore stages of grief; compare individual grieving responses.</p> <p>Identify mood disorders and reduce stigma; discuss mental health language.</p> <p>Reflect on wellbeing successes; explore balance between work and personal achievements.</p>	<p>Verbal sharing of remembrance symbols; circle time reflections.</p> <p>Discussion on symptoms; pair discussion on barriers to support. Guided relaxation discussion; verbal check-in on stress triggers.</p> <p>Think-pair-share on loss experiences; circle time to share coping techniques.</p> <p>Call and response on facts; peer-led sharing on support services. Verbal round on proud moments; group discussion on self-care strategies.</p>
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	<p>To explain that depression is one of several mood disorders than can affect anyone.</p> <p>To know where to seek help, and reduce the stigma around depression and low mood.</p> <p>To reflect and encourage celebrating personal achievements and looking after your wellbeing.</p>		
<p>Spring Term Relationships R14,R15, R16,R17,R18</p>	<p>Recap consent in various contexts. To define consent and understand its importance in various contexts.</p> <p>To understand what is meant by manipulation and coercion.</p> <p>To recognise manipulative and coercive behaviours in relationships, and what the impact can be to an individual.</p> <p>To learn about fertility and understand the factors influencing it.</p> <p>To explore different methods of</p>	<p>Define consent and coercion; identify signs of harm in relationships.</p> <p>Compare contraception methods and effectiveness; discuss factors influencing choices.</p> <p>Understand conception process; identify facts vs. myths about pregnancy.</p> <p>Recognise stress responses; apply coping strategies to exam context.</p> <p>Revise independently; apply exam strategies to mock preparation.</p> <p>Revise independently; apply exam strategies to mock preparation.</p>	<p>Group sorting task on contraception types; think-pair-share on decision-making.</p> <p>Call and response quiz on stages; verbal comparison of real vs. assumed symptoms.</p> <p>Circle time check-in on stressors; think-pair-share on support techniques.</p> <p>Verbal peer tips roundtable; planning check-ins with teachers.</p> <p>Verbal peer tips roundtable; planning check-ins with teachers.</p>

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	<p>contraception, their effectiveness, and considerations for choosing the right method.</p> <p>To learn about the process of conception and pregnancy.</p> <p>Understand the impact of exam stress on mental health, and understand the biology of stress.</p> <p>To learn about the different ways that stress can manifest, and how it can affect you at school.</p> <p>Learn and practice strategies for coping with exam stress.</p> <p>Students to revise for final mock exams Students to revise for final mock exams</p>		
<p>Spring Term Health and Wellbeing H21, H22,H23,H24</p>	<p>To recap on core principles of student loan before it opens in March.</p> <p>To be able to define a toxic relationship and be able to identify toxic behaviour in relationships. To develop strategies for avoiding and exiting toxic relationships.</p>	<p>Recap how student loans work and repayment timelines.</p> <p>Define toxic relationships and warning signs; understand the law around assault and self-defence.</p> <p>Define addiction and its impact; identify triggers and healthy coping alternatives. Understand short- and long-term effects of alcohol; evaluate societal consequences. Describe nicotine effects and misconceptions; assess social influences.</p>	<p>Think-pair-share on peer pressure; cold call on health impacts. Group debate on substance impact; verbal justification of risk rating. Scenario task: what would you do if...?; group feedback on solutions. Timeline creation with verbal discussion; think-pair-share on clearing.</p>

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	<p>To understand the different types of assault and the law regarding assault.</p> <p>To understand the law regarding self-defence.</p> <p>To be able to define addiction and discuss common perceptions of addiction.</p> <p>To understand how addiction can impact an individual and those close to them.</p> <p>To look at strategies that can prevent initial addiction and support anyone suffering from addiction.</p> <p>To look at the different types of alcohol and understand how it is an addictive drug.</p> <p>To look at the short-term effects of drinking alcohol and what it does to the body.</p> <p>To look at the long-term effects of alcohol and how alcohol abuse can affect society.</p>	<p>Anthony Nolan Assembly and donor event</p> <p>Compare cannabis and hallucinogens; analyse legal and health risks.</p>	
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	<p>To look at the different types of products that contain nicotine and common misconceptions To look at the science of nicotine, and how it effects the body.</p> <p>To look at the short-term and long-term effects of nicotine and using nicotine products.</p> <p>To look at cannabis and other illegal hallucinogens and how they are consumed To look at the potential effects and risks associated with their use.</p> <p>To understand the legal implications of using these substances, and develop strategies for making informed, responsible choices.</p>		
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<p>Summer Term Living in the Wider World L2, L17</p>	<p>Flat sharing.</p> <p>To make sure you know all the important information about university applications and student finance.</p> <p>To learn about clearing, and your options if you do better or worse than expected on results day.</p> <p>To learn about what will happen on results day and how to be prepared.</p> <p>To make sure you know what the JCQ regulations are and why it is important to adhere to them</p>	<p>Identify responsibilities of flat-sharing; assess budgeting and conflict scenarios.</p> <p>Understand next steps for university offers and finance; discuss response strategies for results day.</p> <p>Know JCQ regulations and purpose; explore consequences of malpractice</p>	<p>Scenario task: what would you do if...?; group feedback on solutions.</p> <p>Timeline creation with verbal discussion; think-pair-share on clearing.</p> <p>Call and response on regulation facts; circle time on academic honesty</p>
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