

Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior Learning	Next Link in curriculum
GP1 – Globalisation	rotation	Leadership Collaboration Active citizenship (participation, community engagement)	<p>Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship</p> <ul style="list-style-type: none"> • What globalisation is and its impact around the world • Mechanisms underpinning politics and democratic systems – supporting understanding of democracy and the rule of law • The structure and impact of transnational companies • What fair trade is and how consumers can support this • Evaluating and making a judgement on the impact of globalisation • Evaluating localism as an answer 	Students have encountered ideas linked to globalisation through Geography, History, Citizenship and PSHE, including trade, migration, cultural diversity, sustainability, inequality, and the way countries are increasingly interconnected through technology, economics and communication	At KS4 and KS5, students build on understanding of interdependence and global connections by critically evaluating the social, economic, political and environmental impacts of globalisation, applying this to future pathways, employment and contemporary global issues.
GP2 – Environment, Pollution and Conservation	rotation	Communication and discussion skills Critical thinking and decision-making Empathy and understanding of others' perspectives Respect, tolerance, and	<ul style="list-style-type: none"> • Encouraging moral responsibility for stewardship of the planet • How can we care for our environment • Cause and effect of sewage pollution • Plastic pollution – causes • Drafting an environmental campaign and presenting ideas 	Students have encountered themes relating to stewardship of the planet through Geography, Science, Religious Studies and Citizenship, including climate change, sustainability, conservation, ethical responsibility, biodiversity and the impact of human activity on the environment. Students may have begun to	Students will build on this learning at KS4 and KS5 through deeper exploration of sustainability, climate change, ethics and environmental responsibility across Geography, Science, Religious Studies and Citizenship. They will increasingly evaluate competing perspectives, consider global challenges and explore how individual,

		<p>cultural awareness</p> <p>Collaboration and teamwork</p>		<p>consider their own role in protecting natural resources and supporting sustainable futures.</p>	<p>societal and political actions can support stewardship of the planet.</p>
<p>GP3 – Conflict and Peace</p>	<p>rotation</p>	<p>Viewpoints and political positions - debating</p> <p>Difficult Moral concepts</p> <p>Decision making</p> <p>Personal reflections</p> <p>Empathy and respect</p> <p>Conflict resolution</p> <p>Skills of self-worth</p> <p>Keeping safe online</p>	<ul style="list-style-type: none"> • Exploring peacebuilding, tolerance, and respect between nations and communities) • How international peace and security is maintained • Exploring why there is conflict and scales of conflict • Super power tensions • Learning about the UN Security Council and The Moon Treaty • Holding a debate on the ownership of The Moon 	<p>Students have explored themes linked to conflict and peace through History, Religious Studies, Citizenship and English, including causes and consequences of conflict, tolerance, prejudice, human rights, diversity and respectful relationships. Students have considered how peace can be maintained within communities and between nations through cooperation, empathy and mutual respect.</p>	<p>Students will build on this learning at KS4 and KS5 through deeper exploration of conflict, justice, human rights and peacebuilding across History, Religious Studies, Citizenship and Geography. They will increasingly evaluate differing perspectives, consider causes of conflict and explore how cooperation, tolerance and diplomacy contribute to peaceful societies.</p>
<p>GP4 – Climate Change, Energy and Resources</p>	<p>rotation</p>	<p>Active citizenship – understanding how to influence</p>	<ul style="list-style-type: none"> • Debating global justice and ethical decision-making • What climate change is and the evidence to support • How resource use effects climate change 	<p>Students have encountered themes relating to climate change, sustainability, global justice and</p>	<p>Students may build on this learning at KS4 and KS5 through deeper study of climate change,</p>

		<p>change in communities.</p> <p>Advocacy – speaking up about issues that matter.</p> <p>Civic engagement – engaging with democratic processes (e.g., contacting an MP).</p> <p>Oracy and discussion – articulating viewpoints respectfully during debate.</p> <p>Persuasive communication – presenting reasoned arguments and influencing others.</p>	<ul style="list-style-type: none"> • The importance of tropical rainforests • How to enact change at a local level • Contacting local MP 	<p>citizenship through Geography, Science, Citizenship and Religious Studies. They have explored environmental change, ethical responsibility, democracy and persuasive communication, including debating issues and understanding how individuals can influence change within communities.</p>	<p>sustainability, environmental ethics and democratic participation. They will increasingly evaluate evidence, debate complex issues, consider global justice and explore how individuals, organisations and governments can enact change.</p>
RS1 – Business Ethics	rotation	Ethical reasoning and decision-making	<ul style="list-style-type: none"> • Ethical decision-making in commerce, linking to social responsibility and justice • What ethics is • The relationship between business and ethics 	Students have encountered ideas relating to ethics, globalisation and social responsibility through	Students may build on this learning at KS4 and KS5 through deeper study of business ethics,

		<p>Analysing arguments, weighing evidence, and considering different perspectives on ethical issues.</p> <p>Research and investigation skills</p> <p>Communication and presentation skills</p> <p>Global and citizenship awareness</p>	<ul style="list-style-type: none"> • Fast fashion ethical consumerism and globalisation • Responsibility for working conditions globally • Presenting ideas • Researching ethics and business – Erin Brockovich 	<p>Geography, Citizenship, Religious Studies and Design & Technology. They explore global supply chains, fair trade, human rights, sustainability and the impact of consumer choices, alongside developing early skills in argument, discussion and ethical reasoning</p>	<p>globalisation, human rights and economic systems. They will increasingly evaluate the impact of business decisions on stakeholders, apply ethical theories, and consider the role of governments, organisations and individuals in promoting fair and sustainable practices.</p>
<p>RS2 – Medical Ethics</p>	<p>Rotation</p>	<p>Ethical reasoning and moral judgement</p> <p>Critical thinking and evaluation.</p> <p>Recognising and respecting religious, cultural and personal beliefs</p>	<ul style="list-style-type: none"> • Exploring moral dilemmas around life and human rights, supporting respect for individual liberty) • Exploring the sanctity of life • The ethics of organ donation • The ethics of IVF and embryo screening, the issues with limited medical resources • Exploring religious and cultural attitudes to abortion • Exploring arguments for and against euthanasia 	<p>Students have encountered ideas about human rights, sanctity of life and ethical decision-making through Religious Studies, Science and Citizenship. They have studied human development, basic genetics, and moral issues relating to fairness, respect and</p>	<p>Students may build on this learning at KS4 and KS5 through deeper study of ethical theories, human rights and medical ethics. They will increasingly evaluate complex moral dilemmas using philosophical reasoning, scientific understanding and legal perspectives,</p>

		<p>about life and dignity.</p> <p>Constructing and expressing clear, reasoned arguments in discussion and writing.</p> <p>Application of ethical ideas to real contexts</p>		<p>diversity, alongside developing early skills in discussion, debate and argumentation</p>	<p>considering the balance between sanctity of life, individual autonomy and quality of life</p>
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