

Year 8 Learning Maps – Autumn 2

Romeo and Juliet				
<p>Prior Learning: This topic builds on the analysis skills you'll have focussed on during last year's topics such as Shakespearean Villains and Literature through the Ages, as well as the writing skills you developed in the Go Big, Be Awesome topic from the beginning of Year 7.</p> <p>You will be furthering your ability to: select relevant evidence, understand writer's choices and analyse language and structural devices used by writers. Furthermore, you will be writing both fiction and non-fiction texts based on your reading of Romeo and Juliet. You will also gain more of an understanding of Shakespearean language as explored previously.</p>		<p>Current learning: In this topic you will learn how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction.</p> <p>This topic will enhance your understanding of text analysis and your ability to produce extended pieces of essay-style, fiction, and non-fiction writing. You will also learn how to use one-word analysis to analyse dramatic techniques used by Shakespeare.</p>		<p>Subsequent Learning: This topic will prepare you for further text analysis in Year 8 and beyond as part of the Things A Bright Girl Can Do topic. It will also equip you with the skills to be successful in your study of English throughout Year 9 and beyond. Topics will include reading comprehension skills, as well as fictional and non-fictional writing skills, which you will have already had experience with.</p> <p>This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Paper 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect – just as you will analyse the choices made by Shakespeare whilst studying Romeo and Juliet.</p>
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading:	Parental/Carer Support:	
WEEK 1 – Introduction to Shakespeare, context, and the prologue of R+J	Prologue	Rani and Sukh by Bali Rai	Read and discuss this article based on Romeo: Romeo Is the Villain in Shakespeare's Romeo and Juliet The Mary Sue	
WEEK 2 – Act 1, Scene 1: Themes: family feud and love.	Antithesis	Noughts and Crosses by Malorie Blackman	Explore the Royal Shakespeare Company's guide to Romeo and Juliet: Romeo and Juliet Shakespeare Learning Zone (rsc.org.uk)	
WEEK 3 – Act 1, Scene 2 & 3: Gender and marriage expectations. Extended Writing	Dramatic Irony	He said, She said by Kwame Alexander	Find out more about Shakespeare's globe and life: Shakespeare's world Discover Shakespeare's Globe (shakespearesglobe.com)	
WEEK 4 – Act 1, Scene 5 & Act 2, Scene 2: Quotation analysis and sonnets.	Iambic Pentameter	The Sun is also a Star by Nicola Yoon	Watch the play: Romeo and Juliet (2019) for Free Playing Shakespeare with Deutsche Bank Shakespeare's Globe - YouTube	
WEEK 5 – Act 2, Scene 6 & Act 3, Scene 1: Love, danger and catalysts. Extended Writing	Soliloquy	Love, hate and other filters by Samira Ahmed		
WEEK 6 – Act 3 Scene 5, Act 4 Scene 1 & Act 4 Scene 5: contrasts in language and reactions of the Capulets.	Semantic Field	All the Bright Places by Jennifer Niven		
WEEK 7 – Act 5, Scene 1 & 5: Romeo and structure of the play	Tragedy	The Lines we Cross by Randa Fattah		
WEEK 8 – Assessment Week	Couplet			
	Quatrain			
	Sonnet			

MATHS

Shape including Circles			
Prior Learning You will have seen basic area and perimeter of shape in Key Stage 2 and during your work in Year 7 (Unit 3).		Current Learning In this topic you will learn how to find the area and perimeter of shapes, focussing on circles and progressing to compound shapes.	
		Subsequent Learning You will use this learning later in Year 8 (Unit 12) to support with volume and surface area, and again in Years 9 and 10.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> Find the area and perimeter of rectangles, triangles, parallelograms and trapeziums Find the circumference of circles Find the area of circles Find the perimeter and area of compound shapes 	Area Perimeter Circumference Radius Diameter Compound	<ul style="list-style-type: none"> Sir Cumference and the First Round Table by Wayne Geehan Sir Cumference and the Dragon of Pi by Wayne Geehan <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information:</p> Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up	Support your child's progress through: <ul style="list-style-type: none"> Maths Watch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Accessing their Microsoft Teams for directed exercises on current topics.

Breathing and Digestion				
Prior Learning		Current Learning		Subsequent Learning
<p>This topic builds on B1 from the Year 7 scheme of learning. Students have learned about cells and specialised cells. It also builds on the Key Stage 2 curriculum which taught you about basic functions of the human digestive system, and the basis of a balanced diet.</p>		<p>In this topic you will learn how about how the lungs are adapted to allow us to breathe. You will also study how each part of the human digestive system works to allow us to use nutrition from the food we eat.</p>		<p>This topic will prepare you for GCSE Biology where in B1 you will study the structure of different specialised cells. It also links to B2 where you will learn about the enzymes used in the human digestive system. It will also help you with B4 where you will look at the body's response to exercise.</p>
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Structure and function of the lungs	Trachea (windpipe)	<p>KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon</p> <p>KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books</p> <p>A Journey Through the Digestive System with Max Axiom, Super Scientist (Graphic Science) by Emily Sohn</p>	<p>Encourage your child to use their course home learning booklets to revise and practice key information after each lesson.</p> <p>Ensure your child is accessing Microsoft teams to complete work directed by their teachers.</p>
Lesson 2	Gas exchange	Bronchi		
Lesson 3	Structure and function of the digestive system	Bronchioles		
Lesson 4	Diet and nutrition	Alveoli		
Lesson 5	Designing a diet	Diaphragm		
Lesson 6	Evaluate a model of the lungs	Enzymes		
Lesson 7	Planning a practical to investigate the link between height and lung capacity	Dietary fibre		
Lesson 8	Investigate the link between height and lung capacity	Carbohydrates		
Lesson 9	Directed improvement and reflection time	Lipids		
		Protein		
		Small intestine		

Electromagnets and Magnets			
Prior Learning This topic builds on the Year 7 lessons from P2 where you learnt about potential difference and resistance. You should also already know circuit symbols and be able to draw circuit diagrams.		Current Learning In this topic you will learn how magnetic fields exist around magnets and electrical wires. You will learn how to make and test an electromagnet.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities
Lesson 1	Magnetic force	Electromagnet Solenoid Core Magnetic force Permanent magnet Magnetic poles	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books Nick and Tesla's High-Voltage Danger Lab: A Novel with Electromagnets, Burglar Alarms, and Other Gadgets You Can Build Yourself: A Mystery with ... and Other Gadgets You Can Build Yourself: 1 by Steve Hockensmith and Bob Pflugfelder
Lesson 2	Magnetic field lines and the earth's magnetic field		
Lesson 3	How electromagnets work		
Lesson 4	Applications of electromagnets		
Lesson 5	Writing a method to investigate the strength of electromagnets		
Lesson 6	Carrying out an investigation into the strength of electromagnets		
Lesson 7	Plotting a graph		
Lesson 8	Investigating the field around a bar magnet		
Lesson 9	Directed improvement and reflection time		
Lesson 10	B1/P2 assessment		
			Subsequent Learning This topic will prepare you for GCSE Physics, especially P6 where you will use your knowledge to apply magnets and electromagnets to structures, such as motors.
			Ways in which parents/carers can support Encourage your child to use their course home learning booklets to revise and practice key information after each lesson. Ensure your child is accessing Microsoft teams to complete work directed by their teachers.

HISTORY

First World War			
<p>Prior Learning At the start of Year 8, you learned how revolutions affected the social and political landscapes of individual countries. In this topic, you will see how a conflict between nations had a radical impact upon a whole continent, and around the globe.</p> <p>This topic builds upon your developing chronological knowledge of the history of Europe.</p> <p>Finally, it builds upon the writing and source skills you have been developing throughout your time at Ridgewood.</p>		<p>Current Learning In this topic you will consider the causes, events and consequences of the First World War. You will discover how that conflict affected international relations and zoom into Doncaster to see how local people were impacted.</p> <p>This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse sources (and their provenance), develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	
		<p>Subsequent Learning In future topics in Year 8, you will consider how Germany's defeat in the First World War led to the growth of a democratic system in the country, before assessing Hitler's rise to power and his actions as leader.</p> <p>During your Year 8 history lessons, your chronological knowledge of European history will continue to grow.</p> <p>You will continue to develop your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3.</p> <p>Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
What caused the First World War?	Alliance Armistice Attrition Conscriptio Imperialism Militarism Patriotism Propaganda Stalemate Triple Entente	<p>The following books are very engaging and interesting:</p> <p>Voyage of the Sparrowhawk by Natasha Farrant</p> <p>Only Remembered by Michael Morpurgo</p> <p>This is a challenging, but fascinating read:</p> <p>War Horse by Michael Morpurgo</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>Netflix:</p> <p>Forbidden Ground</p> <p>Sarajevo</p> <p>YouTube:</p> <p>Doomsday: World War One</p> <p>The Great War</p>
Why did Franz Ferdinand's assassination trigger World War One?			
Why did British people volunteer to fight?			
What were conditions like in a trench?			
How effective was the weaponry used during World War One?			
Case Study: Haig and the Somme			
How did Doncaster contribute to the war effort?			
How did foreign fighters contribute to the war effort?			

GEOGRAPHY

Glaciers

Prior Learning		Current Learning	Subsequent Learning	
<p>In Key Stage 2 Geography you studied the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Glaciers might have featured in your learning or you may have learnt about ice caps and global warming. There is also particular focus on geography landforms at Key Stage 2 like mountains and how they are formed. This topic will build on your prior knowledge and look at glaciers and the landscapes they flow in.</p>		<p>Within this topic the lessons vary from locating and describing the formation of glaciers to understanding how we use glaciated landscapes and how we can protect them from climate change and human activity.</p> <p>There is an opportunity for you to relate and engage with this topic when we look at evidence of glaciation in our own landscape and describe the features that exist in places like The Lake District.</p>	<p>In your GCSE learning, Paper 2 has a topic on 'The UK's Physical Landscape' where aspects of glaciers and features in our landscape are also covered. You will be required to give evidence for past ice ages in Britain and details about how these features were formed. As such, your Year 8 learning in this topic will provide a good basis for later learning in Key Stage 4.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to glaciers	Glacier	<p>Read about features of glaciated landscapes: Arêtes and pyramidal peaks - Glacial landforms - GCSE Geography Revision - BBC Bitesize</p> <p>National Geographic is a great resource for students who would like to learn more about the features and impacts of glacial retreat.</p>	<p>During any holidays in the UK, ask your child about the landscape and how they think valleys and certain lakes might have been formed.</p> <p>Encourage your child to connect real world climate issues to the melting of ice caps and glaciated landscapes. Explore the following website: A Guide to Climate Change for Kids NASA Climate Kids and discuss one change you could make as a family to make a positive contribution towards Climate Change.</p>
Lesson 2	Features from glaciers	Arete		
Lesson 3	The UK Landscape	Corrie Valley		
Lesson 4	Climate Change	Moraine Till		
Lesson 5	Assessment (Mixed question)	Abrasion Plucking		
Lesson 6	Using glaciated landscapes	Climate change Outwash plain		
Lesson 7	Saving our glaciated land	Greenhouse gases Glacial retreat		
Lesson 8	End of Unit assessment			

Las vacaciones: Holidays

<p>Prior Learning This topic builds on from what you learnt before half term about giving opinions and creating conversations. It also includes previously learnt vocabulary linked to describing others.</p>	<p>Current Learning In this topic you will learn to talk about holidays in Spanish. You will be able to talk about different types of transport and compare them, talk about accommodation on holiday and also describe holiday activities. You will develop an understanding of how to put together a conversation to make a reservation.</p>	<p>Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the reservation work that we do will help you to produce Spanish in a common, real life situation. After this topic we move on to talking about past holidays and activities in the past so the vocabulary from this topic will be really useful.</p>
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Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Transport	El coche – car El avión – plane El hotel – hotel Quiero reservar – I want to reserve Una habitación – a room Tomar el sol – to sunbathe Nadar – to swim El mar – the sea La piscina – the swimming pool	Reading opportunities could focus on researching Spanish cities. Below are some suggestions: <ul style="list-style-type: none"> • Madrid • Barcelona • Valencia • Sevilla • Pamplona • Zaragoza • Granada • Alicante • Santiago de Compostela 	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: Mafalda la película If you have Netflix, there is also a Disney-style Peruvian film called Pachamama.
Week 2	Accommodation			
Week 3	Making reservations			
Week 4	Describing holiday activities			
Week 5	Assessment week			
Week 6	Improvements			
Week 7	Culture week – Spanish speaking countries			

RE

Buddhism continued

Buddhism continued			
<p>Prior Learning This topic builds on your knowledge base from primary school, where you may have already learnt about Eastern religious traditions.</p> <p>You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Buddhism to other religious traditions such as Christianity.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.</p>		<p>Current Learning In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana Buddhism and Theravada Buddhism.</p> <p>You will be introduced to a number of key Buddhist teachings such as the Four Noble Truths and the Eightfold Path, and how these teachings may influence Buddhists in the world today.</p> <p>You will also work on your skills of evaluation and debate by discussing whether Buddhist practices and beliefs are still relevant in the 21st Century.</p>	
		<p>Subsequent Learning This topic will initially introduce you to key Buddhist beliefs and practices that can then be applied to many other moral issues throughout RE in Key Stage 3 and 4 such as Medical Ethics, War and Crime. You will learn to contrast Buddhist views with those from other religions such as Christianity.</p> <p>You will also continue to develop your skills of explanation and evaluation that you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE at Key Stage 4. Buddhism is one of the two religions that we study in more depth.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<ol style="list-style-type: none"> 1. Introduction to Buddhism 2. The Buddha's birth and his life of luxury 3. The Four Sights and Ascetic life 4. Meditation and Enlightenment 5. The Four Noble Truths 6. The Eightfold Path 7. The Three Marks of Existence 8. The Three Jewels 9. The 5 Precepts and The 6 Perfections 	Meditation Luxury Ascetic Enlightenment Prophecy Monks Suffering Buddha Compassion (Karuna) Karma	You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: Key Stage 3 – Buddhism – by Neil McKain Buddhism for beginners – including agnostic and secular Buddhism	Watching films such as 'The Life of the Buddha' (2007) together could help to increase students' understanding of Buddhist beliefs and practices. Attempt some guided mediation together to experience first-hand this core Buddhist practice. Discuss how you felt before, during and after meditating.

ICT

Business and Microsoft Excel Skills				
Prior Learning This topic builds on prior business enterprise knowledge of the different types of business and financial documents used. This unit will allow you to explore the use of spreadsheet software further, within a business context.		Current Learning This topic will allow you to explore the features and functions of Microsoft Excel, and understand how and why spreadsheets are such an effective tool for businesses. You will begin to explore how businesses utilise spreadsheet features in their day to day operations e.g. to work out profits and monitor spending.		Subsequent Learning This topic will prepare you for using spreadsheet software within a business environment.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Excel Basics	Spreadsheet Cell Formula Function Profit Loss	Excel Spreadsheets	Develop spreadsheet skills
Lesson 2	Profit & Loss			
Lesson 3	Break Even			
Lesson 4	Cash Flow			
Lesson 5	Graphs & Charts			
Lesson 6	IF Statements			
Lesson 7	Financial Documents			
Lesson 8	Assessment			

ART

Pop Art 1 **continued**

Prior Learning This topic builds on your knowledge and understanding of how everyday life can affect themes within Art. You will learn to develop your colour knowledge, drawing and use of materials and techniques.		Current Learning In this topic, you will learn about the art movement - Pop Art. You will explore key artists linked with the movement and learn about how they worked. You will experiment with techniques they used and apply your knowledge to create a personal response.		Subsequent Learning This topic will increase you for understanding of how to create a final piece by layering your knowledge of individual artists in the movement to create one outcome. Knowing how to create a final piece is something you will continue to develop throughout your study of Art at Ridgewood.	
Week Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	Art movement page	Culture Pop-Popular Consumerism Vibrant Mundane Mass media Abstract Observational	Read about the Pop Art Movement .	Visit Leeds/Doncaster Art Galleries to recognise and discuss how popular culture has affected subject matter in the Art works. Create and compare drawings of the work together.	
Week 2	Art movement page				
Week 3	Roy Lichtenstein				
Week 4	The 'Ben Day Process'				
Week 5	Observed drawing				
Week 6	Observed drawing with colour experiments				
Week 7	Jasper Johns flags				
Week 8	Jasper Johns flags				

DRAMA

Pantomime			
<p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics and will introduce you to new performance styles – Pantomime.</p>		<p>Current Learning In this topic you will learn about the key features of the performance style ‘Pantomime’ and will explore some key features of this performance style, applying these to short performances. You will develop key terminology linked to this performance style and independently apply the key features to some new characters.</p> <p>This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.</p>	
		<p>Subsequent Learning This topic will prepare you for further performance style exploration throughout key stage, particularly in Year 9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts.</p> <p>You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: Origins of Pantomime	Pantomime Exaggeration Stock Characters	<p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques:</p> <p>All About Theatre – National Theatre</p> <p>A Greek Theatre: Look Inside! – Peter Chrisp</p> <p>The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi</p> <p>Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus</p>	<p>Explore the Drama Teacher Melodrama website. This provides lots of information on the history, plots. Stock Characters and key techniques used to create a Melodrama.</p> <p>The ROSES Theatre company have a number of family friendly, professionally filmed pantomimes available on YouTube: Aladdin Dick Whittington Cinderella</p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year.</p>
Lesson 2: Hero and Dame: Stock Characters	Antagonist Protagonist Unison		
Lesson 3: Audience Participation	Narration Direct Address Monologue Audience Participation		
Lesson 4: Contemporary Pantomime: Create your own!			
Lesson 5: The Pantomime Song			
Lesson 6: Contemporary Pantomime: Peer Assessment			
Lesson 7: Contemporary Pantomime: The Final Countdown!			

MUSIC

The Blues				
Prior Learning This topic builds on your knowledge of notation and rhythm that you learnt in the CBBC scheme. The topic also builds on your understanding and awareness of traditional styles of music from around the world.		Current Learning In this topic, you will learn about the social, historical and cultural context of Blues music and artists associated with this style. You will develop your understanding of common musical elements that feature in this style. Whilst also looking at how this style has influenced popular music from 1950 to the current day.		Subsequent Learning This topic will support your compositional development. You will understand how to write a melody over a chord sequence. This topic will also enhance your understanding of the area of study 'Traditional Music' which includes: Reggae, Blues, Latin fusion - this will support your wider listening in later key stages.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Historical, Social and Cultural Context of the Blues	Improvisation Ensemble Harmonica Bass Performance Composition Texture Accompaniment Slavery	You have access to our subscription to Focus on Sound . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize - Blues The Origins of Blues Music	<ul style="list-style-type: none"> • Watch a live Jazz or Blues performance. Go to BBC iPlayer or search on BBC Sounds or YouTube. • Visit a live Jazz/Blues performance in your local area. • Encourage your child to improvise on their instrument.
Lesson 2	The lyrics of the Blues			
Lesson 3	The 12 bar Blues			
Lesson 4	The impact of improvisation within the Blues.			
Lesson 5	The walking bass line			
Lesson 6	Forming a Blues ensemble			
Lesson 7	Listening assessment			
Lesson 8	Responding to next steps			
Lesson 9	Final Blues performance			

PSHCE

Relationships				
Prior Learning This topic builds on work that you have looked at in Year 7 and in the safeguarding lessons. You will build on prior knowledge of what constitutes healthy relationships and how to ensure you and those you have relationships with behave in a safe and mature manner.		Current Learning In this topic you will learn about why having relationships is important in your life and how you can ensure the relationships are happy and healthy. You will develop the skills and knowledge to be able to identify behaviour that is unhealthy/risky and will be equipped with the knowledge of how to deal with any issues. You will develop your understanding of the law and laws that are in place to ensure you remain safe. This topic is important to help you to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.		Subsequent Learning This topic will prepare you for further learning in PSHCE right through to the end of Year 11. It will continue to build on your knowledge and allow you to be ready for subsequent learning on relationships and how you can spot the dangers of unhealthy relationships. It will enable you to begin to develop your knowledge of different types of relationships and the role of marriage and why some people feel this is right for them. You will also develop the skills to reflect on your own and other people's opinions, to improve your ability to make informed choices/opinions.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Marriage and relationships	Homophobic Marriage Consent Sexting Grooming Child Sexual Exploitation Civil partnership Cohabitation Discrimination	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. Sexuality and sexual orientation NSPCC Sexting and sending nudes NSPCC Why Emmerdale's Jacob thinks he's in love with his abuser Barnardo's	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this topic.
Lesson 2	LGBTQAI+ and homophobia			
Lesson 3	RLR consent			
Lesson 4	RLR grooming and CSE			
Lesson 5	RLR keeping safe			
Lesson 6	RLR porn and sexting			
Lesson 7	Sexting and the law			
Lesson 8	Relationship Judge			