

Year 8 Learning Maps – Spring 1

Social and Political Poetry					
<p>Prior Learning This topic builds on the poetry skills you developed throughout Year 7, particularly the Poetry from Other Cultures topic we covered in the first term. It also links with some of the comprehension work you completed at Primary School. We will be extending our understanding of social issues such as: poverty, gender equality and social media.</p> <p>You will then use the knowledge of non-fiction writing (such as letters, speeches, articles and leaflets) to persuade and inform others about important social/political issues. You will have begun to look at these skills during the Year 7 topic of Ghost Boys, where you wrote about topics such as racism and bullying.</p>		<p>Current Learning In this topic you will extend your knowledge of non-fiction writing. You will learn how to structure your ideas in engaging and well organised paragraphs. You will further your knowledge of persuasive techniques and learn how to apply a range of devices in your non-fiction writing, including: modal verbs, hyperbole, rhetorical questions and emotive language.</p> <p>This topic will also allow you to develop your knowledge of the ways in which poetry can be used to create a voice for those in society who may not necessarily have the opportunity to speak up about the struggles they face. The poems covered are all from the modern day and provide an insight into issues in today's society.</p>		<p>Subsequent Learning This topic will prepare you for further creative writing in Year 9 where you will create detailed pieces of non-fiction writing, inspired by a range of stimuli. It will also help equip you with the skills to be successful in Years 10 and 11, as you continue to explore and develop your writing skills in preparation for GCSE.</p> <p>You will be required to demonstrate the ability to write for a specific purpose, with a clear form, in your English Language exams in Key Stage 4. The structural skills you develop will also be useful for English Language Paper 1, Section B: generating a piece of creative writing.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:		
<p>Week 1: 'Living Space' (Poverty) and Newspaper Article</p> <p>Week 2: 'And If I Ever Have a Daughter' (Gender Equality) and Speech Writing</p> <p>Week 3: 'These Are The Hands' (Low wages in the NHS) and Letter Writing</p> <p>Week 4: 'Social Media Slave' (effects of Social Media) and Review Writing</p> <p>Week 5: Assessment Week</p>	<p>Describe</p> <p>Relevance</p> <p>Position</p> <p>Modal Verbs</p> <p>Hyperbole</p> <p>Superlatives</p> <p>Imperatives</p> <p>Structure</p> <p>Poverty</p> <p>Third World</p> <p>Purpose</p> <p>Formality</p>	<p>Engage with the following novels:</p> <p>Find Lyla – Meg Elison</p> <p>Money Hungry – Sharon Flake</p> <p>He Said, She Said – Kwame Alexander</p> <p>Don't read the comments – Eric Smith</p> <p>Taking Up Space – Chelsea Kwakye</p> <p>Girl in Disguise – Greer McAllister</p>	<p>Encourage debates surrounding topics found on: Topical Talk Projects Topical Talk (economistfoundation.org)</p> <p>How to talk to your child about Politics: Politics for Kids: Tips to Explain Politics to a Child (lingokids.com)</p> <p>Watch: BBC iPlayer - Seven Worlds, One Planet</p> <p>Read: How to educate children for gender equality - Believe Earth</p>		

Statistical Diagrams and Averages			
Prior Learning This topic builds on prior learning from Key Stage 2. You should know mean, mode, median and range from a list of numbers in primary school. This topic aims to deepen and extend this work to higher level problems.		Current Learning In this topic you will learn how to find the mode, median, mean and range for data in a list, table and grouped data in tables.	
		Subsequent Learning This topic will prepare you for statistic topics occurring further throughout the curriculum.	
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 mean and range from a simple list of numbers to find and interpret the mean and range in a variety of contexts, from lists and ungrouped frequency tables to find from lists of numbers the median, including from lists with two middle numbers, but not from frequency tables To find the mode including bimodal/no mode. Finding a median from an ungrouped frequency table 	Mean Range Median Mode Average Frequency Grouped/ungrouped data	<ul style="list-style-type: none"> The Number Devil by Hans Magnus Enzensberger Murderous Maths by Kjartan Poskitt The Adventures of Penrose the Mathematical Cat by Theoni Pappas <p><u>Recommended revision guides:</u> Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p>	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

C2 - Energy and Types of Reaction				
Prior Learning This topic builds on C2 from the Year 7 scheme of learning where you learned about metals and non-metals and their properties. You also learned about reactions of metals, alkalis and acids.		Current Learning In this topic, you will learn how chemical reactions happen and the different energy changes that take place which result in reactions either heating up or cooling down. You will also learn about different types of reactions such as thermal decomposition reactions.		Subsequent Learning This topic will prepare you for GCSE Chemistry, where in C1 you will learn about factors that affect the rate of chemical reactions. You will also learn about metallic bonding in C3, and reactivity series in C5.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Energy changes	Catalysts Exothermic reaction Endothermic reaction Chemical bond pH Indicators Base Concentration	'KS3 CPG Science Revision Guide' contains useful revision materials for the science course. Why Chemical Reactions Happen by James Keeler	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Reaction profiles			
Lesson 3	Types of reactions			
Lesson 4	Combustion			
Lesson 5	Thermal decomposition			
Lesson 6	Types of reactions			
Lesson 7	Types of reactions			
Lesson 8	Practical to investigate energy changes in a reaction.			
Lesson 9	Directed improvement and reflection time			

B2 - Respiration and Photosynthesis				
Prior Learning This topic builds on B2 from the Year 7 scheme of work where you will have learned about reproduction in plants. It also builds on ideas from the Key Stage 2 curriculum, which allows you to look at the conditions plants need to survive.		Current Learning In this topic, you will learn how respiration allows organisms to use energy aerobically and anaerobically. You will be able to represent this with chemical equations. You will also learn how plants are adapted to make their own energy through photosynthesis.		Subsequent Learning This topic will prepare you for GCSE Biology where in the B4 topic you will study aerobic and anaerobic respiration. It will also help you when you study plant organs in the B2 topic. Furthermore, it will link to studying factors affecting the rate of photosynthesis in B3.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Anaerobic respiration	Aerobic respiration Anaerobic respiration (fermentation) Fertilisers Photosynthesis Chlorophyll Stomata	'KS3 CPG Science Revision Guide' contains useful revision materials for the science course. Botany: Plants, Cells and Photosynthesis (Super Smart Science) by April Chloe Terrazas	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Anaerobic respiration			
Lesson 3	Photosynthesis			
Lesson 4	Adaptation of leaves			
Lesson 5	Changing conditions for photosynthesis			
Lesson 6	Planning an investigation into photosynthesis			
Lesson 7	Carrying out an investigation into photosynthesis			
Lesson 8	Using data to link respiration to fermentation			
Lesson 9	Directed improvement and reflection time			
Lesson 10	C2/B2 assessment			

HISTORY

The Weimar Republic			
<p>Prior Learning This topic builds on the content you learned when you studied World War One, 1914-1918.</p> <p>It also builds upon your chronological understanding of European History.</p> <p>Finally, it continues to develop the source skills you have been learning throughout your time in Key Stage 3.</p>		<p>Current Learning In this topic, you will learn about the social, political and economic consequences of war upon Germany. You will discover the impact the war had on the country and see how Germany evolved and transformed itself under new leadership in the 1920s.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master making inferences from sources, and critically consider the provenance of sources.</p>	
		<p>Subsequent Learning This topic will prepare you for future learning about Hitler's rise to power as you will understand the social, political and economic situation pre-1933.</p> <p>It will also equip you with the skills to be successful in your exams in Key Stage 4 as Paper 3 is a predominantly source-based paper.</p> <p>Finally, one part of the Key Stage 5 course looks at the Weimar Republic, so this topic will prepare you for that.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
1 – How did the war affect Germany?	Freikorps Hyperinflation Provenance Putsch Reparations Republic Spartacist Treaty	<p>This is an engaging, classic piece of fiction:</p> <p>1984 by George Orwell</p> <p>These are challenging, but fascinating reads:</p> <p>Weimar Germany: Promise and Tragedy by Eric Weitz</p> <p>Little Man, What Now? by Hans Fallada</p>	<p>You could watch the following documentary with your child:</p> <p>Babylon Berlin on Netflix</p> <p>You could read, watch and discuss the BBC Bitesize information on Weimar Republic.</p>
2 – What was the impact of the Treaty of Versailles?			
3 – What were the consequences of hyperinflation?			
4 – What challenges did the Weimar Republic face?			
5 – How did Weimar culture develop during the Golden Age?			
6 – How did Weimar society develop during the Golden Age?			

GEOGRAPHY

Ruining Russia

<p>Prior Learning In the Key Stage 2 you were taught about cold environments, places and climate zones. Your learning will have focused on areas in Europe too. You will need this knowledge to explore issues like climate change and physical processes that result in cooler climates in Russia. Using map skills is something that you will be used to and we expect you to continue practicing these skills in other topics and 'Ruining Russia' is no exception.</p>	<p>Current Learning Russia is a vast country with an abundance of Geography and at Ridgewood we were excited to explore this in our new Ruining Russia topic. This topic exaggerates the ways in which the natural geography of Russia is being ruined through human causes.</p> <p>To develop as a geographer we want you to know how to reduce the negative impact that humans can have on the physical world. This topic will support you to do that.</p>	<p>Subsequent Learning The Year 8 topics follow a theme of 'decision making'. Subsequent lessons on resource management and climate change will encourage you to make decisions and will lead to a decision making topic at the end of Year 8 where all of your knowledge and skills as geographers are put to the test.</p> <p>The decision making topic is directly aimed at developing knowledge and skills which are useful in our GCSE Specification. We know that students at Ridgewood are incredible thinkers and can lead debates well, so Year 8 topics will enhance these abilities and allow you to develop them in other subjects too.</p>
---	---	--

Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introducing Russia	<ul style="list-style-type: none"> Resources Distribution Deforestation Sustainability Permafrost Biome Ecosystem Gross Domestic Product Carbon Footprint 	<p>Biomes and their characteristics - Biomes - KS3 Geography Revision - BBC Bitesize</p> <p>Changing Forest Cover Since the Soviet Era (nasa.gov)</p> <p>Finite forests Earthdata (nasa.gov)</p> <p>How do you survive in the coldest place on Earth? - BBC News</p>	<p>Encourage homework and listening to world news on climate change and deforestation - A Guide to Climate Change for Kids NASA Climate Kids</p> <p>Explain and relate recycling at home to learning about deforestation.</p>
Lesson 2	Geography of Russia			
Lesson 3	Digimap Resources			
Lesson 4	Forests			
Lesson 5	Managing Deforestation			
Lesson 6	Mid unit assessment			
Lesson 7	Oymyakon			
Lesson 8	Threats to Oymyakon			
Lesson 9	End of unit assessment			

¿Lo pasaste bien? : Did you have a good time?

Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on what you learnt in the previous topic about holidays. It will include previously learnt vocabulary such as weather, opinions, transport and accommodation.</p>		<p>In this topic you will learn to write and talk about your previous holidays, in Spanish. You will learn how to conjugate and use the preterite tense to talk about things in the past. You will also learn to describe a past holiday as part of this topic.</p>	<p>This topic will prepare you for becoming a more confident speaker of Spanish as the grammar point that we learn will enable you to begin to develop your skills to speak and write more coherently. This can be applied to any topic later on. Next, we move on to talking about technology and so knowledge of grammar and opinions will be important.</p>	
Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	What you can/can't do	Se puede – you can No se puede – you can't Hizo sol – it was sunny Hizo frío – it was cold Hubo tormenta – there was a storm Fui a – I went to Pasé – I spent (time) Me gusto – I liked it	The BBC Bitesize website has further information about the use of the preterite tense: The past tense - KS3 Spanish - BBC Bitesize - BBC Bitesize	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. The link below will take you to a video to find out about the Spanish city of Granada: The city of Granada - National 4 Spanish - BBC Bitesize
Week 2	The weather			
Week 3	The preterite tense (simple past)			
Week 4	Giving opinions in 2 tenses			
Week 5	Writing skills			
Week 6	Culture week			

RE

Religion and Relationships			
<p>Prior Learning This topic builds on your knowledge of key Christian and Buddhist beliefs from Year 7 and allows you to apply this knowledge to moral issues surrounding relationships and families. It will also utilise the knowledge gained in Year 7 from your PSHCE lessons, surrounding different types of relationships and families.</p> <p>Throughout this topic you will 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 religious and non-religious beliefs about different types of relationships and families. You will learn about different types of families and why society is changing. You will also consider different religious responses to these changes.</p> <p>You will explore how religion has framed society's views on gender roles and sexuality and look at ways in which these traditional ideas are changing in the modern world.</p> <p>Your skills of evaluation and debate will also be enhanced discussing issues such as whether marriage is necessary in the 21st century and whether we should support religious ideas surrounding moral issues such as divorce and remarriage.</p>	
		<p>Subsequent Learning This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<ol style="list-style-type: none"> 1. Human sexuality - different types of relationships. 2. What is marriage and why do people get married? 3. Christian marriage service. 4. Cohabitation - is marriage out of date? 5. Polygamy vs monogamy. 6. Divorce. 7. Same sex relationships. 8. Different types of families. 9. Religious views on family life. 10. The roles of men and women. 	Sexuality Heterosexuality Homosexuality Marriage Divorce Cohabitation Sexism Traditional Monogamy Polygamy Bigamy	You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family: Me and my community Christian weddings	Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it. They could also talk about the different traditions and celebrations that may have happened at weddings within the family.

Business and Microsoft Excel Skills - continued

Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
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 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 2

<p>Prior Learning This topic builds on your existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.</p>	<p>Current Learning In this topic you will learn the themes of Wayne Thiebauld's work, how to limit a colour palette, observed drawing related to the theme and abstraction techniques. You will learn subject specific vocabulary to recognise areas of praise and next steps in your work.</p>	<p>Subsequent Learning This topic will prepare you for learning how to simplify drawings/paintings and how to be selective in the use of colour, whilst developing your ability to create a personal final piece.</p>
---	---	--

Week Sequencing				Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Recall Pop Art knowledge	Week 9	Distortion & abstraction exercises	Palette Abstract Collage Observational Exaggerate Ben Day Technique	Wayne Thiebauld Biography Cecil Touchon Biography	Visit Leeds/Doncaster Art Galleries and recognise how popular culture has affected subject matter in the art works. Create drawings of the work to add to your sketch books.
Week 2	Step by step ice cream cone drawing	Week 10	Distortion & abstraction exercises			
Week 3	Thiebauld - artist page	Week 11	Distortion & abstraction exercises			
Week 4	Thiebauld - artist page	Week 12	Final piece planning – Cecil Touchon inspired			
Week 5	Observed drawing tasks	Week 13	Final piece creation			
Week 6	Enhanced observed drawing tasks	Week 14	Final piece improvements			
Week 7	Enhanced Observed drawing tasks review and improvements	Week 15	Final piece improvements and evaluation			
Week 8	Distortion & abstraction exercises	Week 16				

DRAMA

Surrealism

<p>Prior Learning This topic builds on your knowledge of performance styles (key features of pantomime in performance, application of pantomime key features to a pantomime of your choice) and introduces you to the key features of a new performance style. You will build on characterisation skills such as: facial expressions, body language, vocal skills, posture, and reactions from Year 7 and Year 8 to explore, develop and apply these skills to a range of characters in different practical tasks.</p>	<p>Current Learning In this topic you will learn about the key features of the performance style: Surrealism. You will explore some non-naturalistic performance techniques and apply these to a range of characters from Alice in Wonderland. You will develop key terminology linked to this performance style and independently apply the key features.</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 3, particularly in Year 9 where we explore Physical Theatre and the work of John Godber. It will equip you with the skills to be successful at future exploration and application of performance styles in various 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. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p>
---	---	--

Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: Introduction to Surrealism – Slow Motion/Physical Theatre/Exaggeration	Surrealism Slow Motion Physical Theatre	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre: <ul style="list-style-type: none"> • National Theatre – All About Theatre • Alice In Wonderland – Lewis Carroll • The Theatre of Steven Berkoff – Autobiography – Steven Berkoff • The Complete Nonsense of Edward Lear (Faber Children’s Classic) by Edward Lear 	Explore our Digital Theatre+ package: username: student.ridgewood password: dt123 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following production: <ul style="list-style-type: none"> • Metamorphosis • Interview with George Dillion on Steven Berkoff It would also be beneficial to watch Alice In Wonderland – The Disney animation in preparation for the topic. You may also want to see some local live theatre at CAST . This regional theatre offers a range of productions throughout the year.
Lesson 2: Total Theatre – Physicality, Dialogue and Mime – The Queen of Hearts	Mirroring Personification Montage		
Lesson 3: Mirroring – Tweedle Dum and Tweedle Dee	Total Theatre Berkoff		
Lesson 4: Personification – Flamingos Dance	Exaggeration Essence Machine		
Lesson 5: Essence Machine – A Very Unmerry Birthday to You! /Madhatter Tea Party			
Lesson 6: Montage – Application of non-naturalistic techniques in performance			

MUSIC

Musical Futures				
Prior Learning		Current Learning		Subsequent Learning
<p>This topic builds on your understanding of reading various types of music notation, such as stave, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.</p>		<p>In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), whilst developing your understanding of common elements of music in the Popular music genre. By the end of the topic, you will be able to perform a pop song with your band, to an audience.</p>		<p>This topic will develop knowledge and skills, both in performance and through composition, as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular music' which includes styles such as Rock, 90's Pop, and Gaming Music. This will support your wider listening at later key stages.</p>
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Popular instruments, Guitar and Bass	Chords Chord Progression Melody Harmony Drum Fill Vocal Timbre Style Intro/Outro Verse Chorus	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 - Popular Music Styles	Listen to different pieces of Popular music on Youtube or Spotify and try to identify the instruments in the piece. Which part is the verse/chorus etc. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the 'Contact Us' facility of our school website.
Lesson 2	Popular instruments, Vocals, Keyboard and Drums			
Lesson 3	Popular instruments and effective bands			
Lesson 4	Popular instruments and effective rehearsals			
Lesson 5	Peer performance and peer assessment			
Lesson 6	Improving ensembles			
Lesson 7	Listening assessment			
Lesson 8	Ensemble skills and performance			
Lesson 9	Musical futures performance			
Lesson 10	Performance and review			

PSHCE

Relationships - continued

Prior Learning		Current Learning	Subsequent Learning	
<p>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.</p>		<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
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			