

Curriculum Overview - Thomas Hall 2025/2026/2027

PSHRE

Week Beg.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40								
	HT								X-mas								HT							Easter							HT																	
Year 7	Introductory Unit:	Transition and safety around school & the community								Blik - How do I interpret the world								Health and Puberty							Abraham: what is the significance of covenants for Jews, Christians and Muslims?							Developing skills and aspirations			Financial decision making				Dharma: how is this interpreted and put into action?								Enrichment	Transition to Y8
		Students will learn about how to being safe in the community in their first term at Thomas Hall School. These lessons will also review our expectations of behaviour and where to get help in school. They will also develop an insite to building positive friendships								In this unit pupils are introduced to the idea of philosophy through an overview of key Greek thinkers. From this they will focus on R M Hare and the idea that all humans have a worldview. This will lay foundations for all the work they will do in RE in Key Stage 3.								Students develop an understandign of physical and emotional changes during puberty, including menstruation and personal hygiene. They explore ways to manage their health and wellbeing, recognise when they or others may need support, and build positive relationships through learning about healthy friendships.							In this unit pupils build on the idea of covenant from primary. Using theological tools they study the story of Abraham in depth understanding how and why he is such a pivotal figure for Jews, Muslims and Christians. They will also examine how many Christians interpret the new covenant.							Students build key life skills such as resiliences, organisation and decision-making while exploring their strengths, interests and future aspirations. They also develop an understanding of money management, including budgeting, saving and financial risk, enabling them to make more informed choices about their future pathways.			In this unit pupils will investigate how the concept of dharma is interpeted by Hindus, Sikhs and Buddhists. They will examine the concept of the Hindu worldview as Sanatana Dharma and how this links to rta. From that they will explore Buddha and Sikh dharma noting differences.													
Year 8	Introductory Unit:	Drugs and Alcohol								Ethics: how do we know what is 'good'?								Discrimination				Emotional Wellbeing			Denominations: why did the Christian Church become diverse?							Identity and Relationships				Jesus: how do Abrahamic faiths view Jesus differently?								Enrichment	Transition to Y9			
		In this unit pupils will be learning about how drugs, tobacco and alcohol affect people and society. They will learn about how to make informed choices regarding their health and to support wellbeing.								In this unit pupils will use a philosophical lens to consider what we mean by good. They will examine various ethical answers given such deontology, utilitarianism and situation ethics. They will conclude by weighing up the issue of suffering in the world.								Students explore discrimination, prejudice and inclusion, developing respect for diversity and understanding the impact of their actions on others. They also learn strategies to manage and cope with emotions, supporting their mental wellbeing and resilience.				In this unit pupils will gain an understanding that Christianity is a family of worldviews. They will examine historical splits such as that between Catholicism and Orthodoxy alongside groups such as Quakers and Jehovah's Witnesses to see areas of commonality and difference. This will tie in to the split of the Christian church that students are learning about in History at the similar point in the year.			Students explore positive relationships and how they can change over tiem, including recognising anf preventing bullying. They develop the confidence and skills to advocate for themselves, communicate effectively, and build respectful, healthy relationships.				In this unit pupils will build on their understanding of Abrahamic faiths to investigate how Jesus is seen by Christians, Muslims and Jews. They will compare theological interpretations of his significance.																			
Year 9	Introductory Unit:	Peer Influence, substance use and Gangs								Knowing God: does religious experience prove God exists?								Respectful Relationships				Healthy Lifestyle			Religious law: What is the social context and relevance today?							Financial Decision Making				Careers and Employability Skills								Enrichment	Transition to GCSE			
		In this unit pupils will be learning, through a true story, how young people can become trapped in gangs. They will learn about strategies to avoid being trapped it these situations including language to help build confidence.								In this unit pupils investigate the idea of religious experience. They start with the ideas of William James before examining case studies from history and Christian, Islamic and Hindu worldviews.								Students explore what makes healthy and romantic relationships, including consent, boundaries and power imbalance. They also develop an understandign of healthy lifestyle choices, such as the importance of sleep, to support their overall wellbeing.				In this unit pupils examine how religions have created rules to live by. They will investigate how the ethics of Jesus reframed the Jewish law of the time, how Muslims may use the concept of ijtihad to make moral decisions, and how Sikhs look to gurus for guidance.			Students develop an understanding of key financial concepts, including contacts, cryptocurrency, gambling anf debt. They explore risks associated with money and online activity, building the knowledge and skills to make informed, safe financial decisions and recognise potential online harms.				Students explore future career pathways and develop key employability skills such as communication, teamwork and problem solving. They build confidence in identifying their strengths, setting goals and understanding the skills and qualities needed for the workplace.																			
YEAR 10	Introductory Unit:	Mental Health								Rebels: Should we embrace or challenge authority?								Healthy Relationships							Census: How has the landscape of belief changed in Britain?							Exploring Influence			Addressing Extremism and Radicalisation				Revision	Mocks	Mocks	WEX Prep	Y10 Week Experience	Enrichment	Transition to Y11 - exam focus			
		Students explore mental health and wellbeing across different stages of life, including how thoughts and habits can influence emotions and behaviour. They develop strategies to manage stress and tension, build resilience and support their own and others' mental health.								In this unit pupils explore individuals and beliefs that challenge injustice and inspire change, including Martin Luther and responses to unjust laws. They also examine religious teachings on responsibility, such as Dharma and care for the environment, considering how beliefs can influence action in the modern world.								Students explore the characteristics of healthy longterm and intimate relationships, including trust, respect and communication. They also learn to recognise signs of unhealthy relationships and understand unsafe or harmful behaviours, developing the knowledge to make safe and informed choices.							In this unit pupils will interpret census data to explore religion and belief in the UK. They will examine the growing diversity withIn Christianity and the rise of cultural Christians. They will use work by the sociologist, Linda Woodhead, to analyse the rise of 'no religion' in the UK.							Students examine how influence operates online, including the role of influencers and the impact of misinformation and fake news. They develop critical thinking skills to question sources and recognise bias, while also exploring the risks of extremism and radicalisation and how to stay safe and make informed, responsible choices.																
YEAR 11	Introductory Unit:	Building for the future (adaptation for 202627)				Next Steps (adapt for 202627)				How can we get involved in politics?								Healthy adult relationships (module adaptation for 202627)							First Aid (adapt for 2027)			Unhealthy habits (module adaptation for 2027)							Navigating exam stress				GCSE Exams	GCSE Exams								
		Students explore post 16 pathways, including further education, apprenticeships and employment, alongside understanding skills shortages and career opportunities. They develop the ability to identify and communicate their personal strengths, preparing them for applications, interviews and future learning or work.								This unit explores political engagement by examining global governance systems, highlighting democratic versus authoritarian forms. Students learn UK political involvement through voting, advocacy, and community action. They'll critically assess electoral system reforms and analyse the roles of major and minor UK political parties, understanding their influence and contributions.								Students explore relationships in adulthood, including family life, parenting and early childhood development. They examine healthy sexual relationships, marriage and the law, including issues such as FGM, developing an understanding of wellbeing, rights, responsibilities and safeguarding within relationships.							Students learn basic first aid skills including how to respond in common emergencies and providing initial care.			Students explore the risks and impacts of unhealthy behaviours, including smoking, vaping, social media use and exposure to pornography. They consider how habits can affect physical and mental wellbeing, develop knowledge and skills to make safe, informed and responsible choices.							Students explore the causes and impacts of exam stress, developing practical strategies to manage pressure, maintain wellbeing and stay motivated. They build resilience, time management and coping skills to support their performance and mental health during exams.													