Appendix A

Learning for Life (CPSHE) Curriculum Map: Community & Digital Resilience

	Learning Blocks		Objectives:
7	**Pre-Structural** Students acquire bits of information, but cannot make any connections yet to the overall Unit objective. **Learning for Life Lessons: Rights & responsibilities SoL**	**Rights and Responsibilities** 1. What are rights and responsibilities? What are our human rights? Explore the idea of individual liberty in particular 2. Why is it our responsibility to respect different viewpoints? 3. How does this apply to British Values & life in the UK? *Link to prior learning on identity and belonging.*	Students will be able to describe the difference between rights and responsibilities. They will be able to describe their right to individual liberty. Students will demonstrate an appreciation of the importance of respecting and listening to viewpoints which may differ from their own including some viewpoints deemed as 'extreme'. Students are exposed to British Values and can apply these a) to the rights and responsibilities of British Citizens.
8	**Uni-Structural** Connections are made, but their significance to the overall objective might not yet be grasped. **Learning for Life Curriculum Day**	**Digital Resilience** 1. What is the Social Networking Revolution and how has this changed the way we communicate? 2. What are the dangers of social networking? (Online grooming case-study) 3. How can I ensure I keep myself safe while online? Students are taught how to use the CEOPS 'think you know' website to report online activity that they deem to be a risk to their safety and well-being	Students will describe some of the problems associated with widespread use of social media. Students will apply their understanding of rights & responsibilities to explain how these problems can be mitigated through safe and responsible use of digital resources. Students will know how to report digital material that they deem to be offensive or that poses a risk to their safety and well-being Students will begin to think about the strategy and tactics utilised by those who may wish to groom them to commit a crime.
9	**Multi-structural** A number of connections will be made, but the meta-connections between them as to their significance for the whole could be missed. **Learning for Life Lessons: Social Media SoL**	**Extremism and propaganda** 1. What is extremism? 2. What narratives are used by different extremist groups? (radical religious groups, the far right and the far left in particular) 3. What impact does the reporting of current affairs (the media) have on extremist narratives? (agenda-setting/folk-devils/Islamophobia) 4. How is propaganda used by extremist groups to gather support?	Students will be able to define extremism and describe the narratives used by key extremist groups. Students will be able to critically analyse a variety of media sources in order to understand and explain how extremist groups gain support from different sectors in society. Students will question the accuracy of propaganda used by extremist groups. Students will apply this to keeping themselves safe whilst online.

10	**Relational** The student should now appreciate the significance of the parts in relation to the whole unit objective. **Religious Studies: Interpretation of Religion**	**Women and Radicalisation** 1. How and why are women targeted by extremist groups? 2. What is the impact of joining extremist groups? Consideration of how joining an extremist group might impact on: • An individual • Their family • Their community • Wider society	Students will use their understanding of the narratives used by key extremist groups to analyse a variety of resources & explain how and why women are targeted by extremist groups. Students will explore how the choice to join such groups impacts on a variety of stakeholders including: • An individual • Their family • Their community • Wider society
11	**Extended Abstract** The student makes connections not only within the given subject area, but also beyond it & is able to generalise and transfer the principles and ideas underlying the specific objective. **Learning for Life Curriculum Day**	**Understanding the Roots of Extremism and Tackling Extremism** 1. What are extreme ideas & where do they exist? Students review a range of resources focused on ethical issues where extreme views exist. 2. Why are people attracted to extreme ideologies? Students will start to explore the push and pull factors around the recruitment of young people to radical and extreme ideologies. 3. What is 'othering' and how does this promote a lack of integration and isolation in society? 4. How does this contribute to the push and pull factors that attract people to extreme ideologies? 5. How does active citizenship and political literacy empower us to contribute to society and try to make a difference?	Students will recognise that not all messages presented over the internet are correct and trustworthy Students will learn how to question evidence and propaganda presented on social media Students will understand the role of the media in 'othering' and recognise the role this has in promoting positive relationships & the segregation of ethnic, cultural, faith & different socio-economic groups and communities. Students will understand how extremist groups use social media to manipulate young people Students will explore the consequences of acting upon extreme opinions Students will consider how to respond to perceived injustice and how to effective promote community cohesion.