

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future							
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.							
Subject Intent	“To develop to be whole and well-rounded young people”							
			Term 2					
	1	2	3	4	5	6		
Topic Name	What are our identities and communities ?	What rights should all children have?	Social skills, friendship issues and bullying	Health and puberty	Emotional wellbeing	Types of relationships	Respectful relationships	Crime and anti—social behaviour
Key Content								
Intent								
How does this link to your intent?	The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities (NC Citizenship) the precious liberties enjoyed by the citizens of the United Kingdom (NC Citizenship)		Allows pupils to be good citizens and remind them how to build effective friendships and how to not be a “bystander”	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (RSHE – HE) the characteristics and evidence of	how to talk about their emotions accurately and sensitively, using appropriate vocabulary. (RSHE – MW) that happiness is linked to being connected to others. (RSHE – MW) how to recognise the early signs of mental wellbeing concerns. (RSHE – MW)	that there are different types of committed, stable relationships. (RSHE – FAM) how these relationships might contribute to human happiness and their importance for bringing up children. (RSHE – FAM) the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty,	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals (NC Citizenship)	

			what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. (RSHE PHF)		kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. (RSHE – RR) practical steps they can take in a range of different contexts to improve or support respectful relationships. (RSHE – RR) how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, friendship. (RSHE – ISR)	
Sequencing						
Why this and why now?	New school-link to transition from primary to secondary	Building on their recent arrival to the school. Reminding of expected behaviours and modelling good relationships.	Basics of RSHE- how to be healthy physically	Basics of RHSE How to be healthy mentally/emotionally	Building on prior learning, begin to build the focus of healthy relationships and how to spot signs of unhealthy dynamics.	Introduction prior to the summer holidays- travel to the UK etc.

National Curriculum Audit						
Key concepts / Vocabulary						
12 or less	• Identity • Community • Rights • Responsibilities • Difference • Diversity • Characteristics • Inclusion • Discrimination	• Friendship • Bullying • Upstander • Equality • Respect • Communication • Mutual understanding • Consent	• Puberty • Changes • Healthy • Unhealthy • Lifestyle • Balance • Diets	• Sensitivity • Emotions • Mental health • Symptoms • Happiness • Healthy •	• Relationships • Characterists • Healthy • Unhealthy • Consent • Loyalty • Friendship • Mutual respect • Intimacy	• Law • Justice • Rules • Consequences • Courts • Sentence • Tribunal
Learning Outside the Classroom / Cultural Capital						
Opportunities		Community police	School nurse		School nurse	
Homework						
Description						
Assessment						
Type	End of topic assessment mix of multiple choice-long answers (week 8)			End of topic assessment mix of multiple choice-long answers (week 19)	End of topic assessment mix of multiple choice-long answers (week 29)	

Why this style of assessment and why now?	sets baseline level for progress			Allows progress to be measured supports wider planning	Allows progress to be measured supports wider planning	
---	----------------------------------	--	--	--	--	--

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future						
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.						
Subject Intent	“To develop to be whole and well-rounded young people”						
	Term 1		Term 2				
	1	2	3	4	5		6
Topic Name	How does the political system work in the UK?	What can we do about global problems?	What are stereotypes and how can they be harmful?	Healthy relationships the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. (RSHE – H&P)	How can we help in an emergency? (incl. first aid)	How can we be assertive in friendships and relationships?	What is a career and how can I plan for the future?
Key Content	the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch (NC Citizenship)	the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage	the positive associations between physical activity and promotion of mental wellbeing,	basic treatment for common injuries. (RSHE – BFA) life-saving skills, including how to administer CPR (RSHE – BFA) the purpose of	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing	Introduction to finance Informing pupils of options/subjects and higher education choices (LWW)

	the operation of Parliament, including voting and elections, and the role of political parties (NC Citizenship)	opportunities to participate in school-based activities (NC Citizenship)	prejudice). (RSHE – RR) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. (RSHE – RR) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. (RSHE – RR)	including as an approach to combat stress. (RSHE – PHF)	defibrillators and when one might be needed (RSHE – BFA)	potentially compromising material placed online (RSHE – OM) not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (RSHE – OM) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). (RSHE – SS) how to recognise the characteristics	
--	--	---	--	--	---	--	--

						and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (RSHE – ISR)	
Intent							
How does this link to your intent?	National curriculum link- citizenship British values (NC citizenship)	Links to BV and allows pupils to explore their own thoughts and opinions (NC citizenship)	Allows pupils to explore the law and the impact of stereotyping.	Begins the unit of healthy relationships. Pupils explore what is a healthy/unhealth relationship. How to spot and deal with it	Relationships and staying safe. As pupils get older they will have more time outside- learn about the dangers to protect and advise	Begin to look at careers and option choices	
Sequencing							
Why this and why now?	Clear link to NC- a impactful topic to start the academic year building on previous content	Allows pupils to explore their own views and opinions relating to current events	Introduction to healthy relationships. The impact of stereotyping	Healthy relationships. Legal requirement	Supporting the growth and maturing of our pupils.	Helps support option choices and begins the signposting process for careers and financial independence.	
National Curriculum Audit							

Key concepts / Vocabulary						
12 or less	• Democracy • British values • Rule of law • Voting • Parliament • Member of Parliament • Party • First past the post	• Global citizenship • World • Activism • Human rights • Entitlement • Violation • NGO • Protest	• Equality Act • Protected characteristics • Stereotyping • Discrimination • Prejudice • Consent • Society • Unique • Equal	• Healthy relationships • Consent • Lifestyle • Balance •	• Basic life support • CPR • Consent • Online safety • Abuse • Intimacy • Trust • Respect • Communication	• Career • Curriculum vitae • Finances • Higher education • Apprenticeship • Options • Choices
Learning Outside the Classroom / Cultural Capital						
Opportunities		Community Police		School nurse	School nurse / fire/ambulance	
Homework						
Description						
Assessment						
Type	End of topic assessment mix of multiple choice-long answers		End of topic assessment mix of multiple choice-long answers		End of topic assessment mix of multiple choice-long answers	
Why this style of assessment	sets baseline level for progress		Allows progress to be measured		Allows progress to be measured supports wider planning	

and why now?			supports wider planning			
--------------	--	--	-------------------------	--	--	--

Year 9

School Vision	challenging all of our students supportively to become confident and curious enhancing lives now and in the future							
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.							
Subject Intent	“To develop to be whole and well-rounded young people”							
					Term 2		Term 3	
	1		2		3	4	5	6
Topic Name	Are people treated equally in UK society?	How is UK society diverse and changing?	What is digital citizenship?	How can we manage money well?	How do different substances (caffeine, alcohol, tobacco, cannabis) affect health?	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	How can we stay safe (incl. STIs and use of condoms)	Finance and enterprise Challenge (employability skills) (TBC)
Key Content	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding (NC Citizenship) human rights and international law (NC Citizenship) the legal system in the UK, different sources of law and how the		the similarities and differences between the online world and the physical world, including: how people may curate a specific image of their life online, over-	the functions and uses of money, the importance and practice of budgeting, and managing risk (NC Citizenship)	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood (RSHE – DAT) the physical and psychological consequences of addiction,	(RSHE – ISR) the concepts of, and laws relating to, sexual consent, sexual exploitation,	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. (RSHE –	

	law helps society deal with complex problems (NC Citizenship)	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. (RSHE – RR)	reliance on online relationships including social media, how advertising and information is targeted at them and how to be a discerning (RSHE – ISH) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (RSHE – OM) what to do and where to get		including alcohol dependency (RSHE – DAT) how the use of alcohol and drugs can lead to risky sexual behaviour. (RSHE – ISR)	abuse, grooming, coercion, harassment, and how these can affect current and future relationships (FGM/rape/forced marriage) (RSHE – SS) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). (RSHE – SS)	(ISR) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (RSHE – ISR)	
--	--	---	---	--	--	--	--	--

			support to report material or manage issues online. (RSHE – OM) how information and data is generated, collected, shared and used online. (RSHE – OM)					
Intent								
How does this link to your intent?	Link to NC- introduces the topic of Citizenship	Wider curriculum links- building on from previous unit.		Staying healthy- physical	Staying healthy- mental	Staying healthy- sexual & emotional	Project for pupils to explore and develop leadership and organisational skills.	
Sequencing								
Why this and why now?	Current NC expectation	Current NC expectation		First of 3 themes exploring being healthy-	Second of the 3 themes linked to being healthy	How to stay healthy- Statutory requirement.	Allows pupils to take the lead and show teamwork and effective attitudes.	
National Curriculum Audit								

Key concepts / Vocabulary						
12 or less	- Equality - Diversity - Respect - Law - Legal system - Democracy - Equality Act 2010 - Unique - Equity	- Online - Social media - Rights - Responsibilities - Data - Law	- Alcohol - Law - Safety - Responsibility - Drugs - Categories - Physical - Psychological	- Healthy - Consent - Coercion - Harassment - Grooming - FGM - Loyalty - Forced marriage - Exploitation	- STI(s) - Safe sex - Consent - Support - Contraception - Testing	- Leadership - Organisational skills - Attitude - Effective - Teamwork
Learning Outside the Classroom / Cultural Capital						
Opportunities			School nurse	School nurse	Community police	
Homework						
Description						
Assessment						

Type		End of topic assessment mix of multiple choice- long answers		End of topic assessment mix of multiple choice-long answers		End of topic assessment mix of multiple choice-long answers
Why this style of assessment and why now?		Allows progress to be measured supports wider planning		Allows progress to be measured supports wider planning		Allows progress to be measured supports wider planning

Y10

School Vision	challenging all of our students supportively to become confident and curious enhancing lives now and in the future								
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.								
Subject Intent	“To develop to be whole and well-rounded young people”								
Exam Board & Specification									
								Term 3	
	1		2		3		4	5	6
Topic Name Key Content	What are the strengths and weaknesses of the UK democratic system?	What is the role of the media and protest in society?	What is the influence of drugs, gangs and	What is anti-social behaviour and how	How can we help in an emergency ? (incl. first aid and alcohol/	What is mental health and how	What is a healthy relationship and what role does consent, power and the media play?	How can we manage online pressures? (incl. impact of pornography on attitudes and expectations)	What are extremism, radicalisation and conspiracy theories?

	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond (NC Citizenship) local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider	parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press (NC Citizenship)	county lines? the law relating to the supply and possession of illegal substances. (RSHE – DAT) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associa	does the criminal justice system work? the legal system in the UK, different sources of law and how the law helps society deal with complex problems (NC Citizenship)	drug related emergencies) basic treatment for common injuries. (RSHE – BFA) life-saving skills, including how to administer CPR (RSHE – BFA) the purpose of defibrillators and when one might be needed (RSHE – BFA)	can we keep ourselves healthy? how to recognise the early signs of mental wellbeing concerns. (RSE – MW) common types of mental ill health (e.g. anxie	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (RSHE – RR) how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (RSHE – ISR)	the impact of viewing harmful content. (RSHE – OM) that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. (RSHE – OM) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	
--	---	---	--	---	--	--	--	--	--

	world (NC Citizenship)	other systems and forms of governme nt, both democrati c and non- democrati c, beyond the United Kingdom (NC Citizenshi p)	ted risks, includin g the link to serious mental health conditi ons (RSHE – DAT)			ty and depr essio n) (RSH E – MW)		(RSHE – OM) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (RSHE – ISR) that they have a choice to delay sex or to enjoy intimacy without sex (RSHE – ISR)	
--	---------------------------	--	---	--	--	--	--	---	--

		as other forms of responsible activity (NC Citizenship)	(RSHE – the physical and psychological consequences of addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks. (RSHE – DAT)			mental health. (RSH E – MW) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on			
--	--	---	---	--	--	--	--	--	--

			how the use of alcohol and drugs can lead to risky sexual behaviour. (RSHE – ISR)			mental wellbeing and happiness (RSE – MW)		
Intent								
How does this link to your intent?	Link to NC- introduces the topic of Citizenship		Staying healthy-physical		Staying healthy-mental	SRE- statutory	SRE- statutory	
Sequencing								
Why this and why now?	NC expectation		Statutory		Statutory	Statutory	Statutory	
Key concepts / Vocabulary								
12 or less	• Democracy • Electoral system • Citizen • Voting • World political systems	• Alcohol • Substances • Consequences • Risks • Addiction	• Anti-social behaviour • Law • Society • Rights	• Relationships • Consent • Unhealthy • Healthy • Mutual respect	• Online safety • Pornography • Consent • Healthy relationships	• Extremism • Radicalisation • Prevent		

	• Governance • Parliament • Constitution • Free press	• Mental health • Dependency • Law •	• Responsibilities • Legal system • Mental health • Anxiety • Depression	• Loyalty • Trust • Media • Dangers	• Explicit • Law •	• Law • Safety
Learning Outside the Classroom / Cultural Capital						
Opportunities		School nurse MRS		Community Police		
Homework						
Description						
Assessment						
Type	End of topic assessment mix of multiple choice-long answers		End of topic assessment mix of multiple choice-long answers		End of topic assessment mix of multiple choice-long answers	
Why this style of assessment and why now?	Allows progress to be measured supports wider planning		Allows progress to be measured supports wider planning		Allows progress to be measured supports wider planning	

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future								
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.								
Subject Intent	“To develop to be whole and well-rounded young people”								
Exam Board & Specification									
				Term 2					
	1		2	3	4		5		6
Topic Name									
Key Content	How can we manage financial pressures? (Gambling, debt, targeted advertising) income and expenditure, credit and debt, insurance, savings and pensions, financial	How can we manage financial pressures? (Gambling, debt, targeted advertising)	What is effective study and how can I prepare for Year 11?	What career options are there and what are the routes available? (Sixth Form, College, Apprenticeship)	What is the influence of drugs, gangs and county lines? the law relating to the supply and possession of illegal substances (RSHE – DAT) the facts about legal and illegal drugs and their associated risks, including the link between	What is mental health and how can we keep ourselves healthy? how to recognise the early signs of mental wellbeing concerns. (RSHE – MW) common types of mental ill health (e.g. anxiety and depression) (RSHE – MW)	What are the consequences of unprotected sexual relationships? (incl. STIs, fertility, pregnancy) the benefits of regular self-examination and screening (RSHE – H&P) That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and	What is an unhealthy relationship and how can we identify common signs? that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (RSHE – RR) the concepts of, and laws relating to, sexual consent, sexual	

	products and services, and how public money is raised and spent. (NC Citizens hip) the similarities and differences between the online world and the physical world, including : -the risks related to online gambling including the accumulation of debt,				drug use, and the associated risks, including the link to serious mental health conditions (RSHE – DAT) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. (RSHE – DAT) the physical and psychological consequences of	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. (RSHE – MW) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities	reproductive health and wellbeing. (RSHE – ISR) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. (RSHE – ISR) the facts about the full range of contraceptive choices, efficacy and options available. (RSHE – ISR) the facts around pregnancy including miscarriage. (RSHE – ISR) that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options,	exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. (RSHE – SS) what constitutes sexual harassment and sexual violence and why these are always unacceptable (RSHE – RR) that they have a choice to delay sex or to enjoy intimacy without sex. (RSHE – ISR) how to get further advice, including how	
--	---	--	--	--	---	--	--	--	--

	how advertising and information is targeted at them and how to be a discerning (RSHE – ISH)				addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks. (RSHE – DAT) how the use of alcohol and drugs can lead to risky sexual behaviour. (RSHE – ISR)	on mental wellbeing and happiness (RSHE – MW)	including keeping the baby, adoption	and where to access confidential sexual and reproductive health advice and treatment (RSHE – ISR)	
Intent									
How does this link to your intent?	NC Citizenship	Careers-wider world	Careers-wider world	Staying safe and healthy	Staying healthy				
Sequencing									
Why this and why now?	NC links	Careers/study skills-links to	Careers-Gatsby	RSHE-	SRE				

		whole school preparatio n for exams				
Key concepts / Vocabulary						
12 or less	• Debt • Finances • Tax • Pension • Salary • Savings • Expenditure • Revision • Overload • Structure • Techniques		• Career • Options • Apprentic e • University • UCAS • Skills • Qualities • Interview • Expectatio ns	• Alcohol • Substances • Consequences • Risks • Addiction • Mental health • Dependency • Law	• Relationships • Consent • Unhealthy • Healthy • Mutual respect • Loyalty • Trust • Media • Dangers	
Learning Outside the Classroom / Cultural Capital						
Opportunities	First Aid introduction		Careers advisor	School nurse	Community Police	
Homework						
Description						
Assessment						
Type	Continuous ongoing		Continuous ongoing		Continuous ongoing	

Why this style of assessment and why now?						
---	--	--	--	--	--	--

Y12

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future						
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.						
Subject Intent	“To develop to be whole and well-rounded young people”						
Exam Board & Specification							
	Term 1					Term 3	
	1	2	3		4	5	6
Topic Name Key Content	Transition to Sixth Form: Incl. Workload, Study skills, Plagiarism, Critical thinking, Fake News, Equality & Justice	Medical Ethics / RE - Sanctity of Life - Organ Donation - IVF - Abortion - Euthanasia	Citizenship/ careers	Health & Well-being	Relationship education	Relationship education	Next steps: University, Apprenticeships etc
Intent							
How does this link to your intent?	Transition	Development of wider skills	Statutory requirement	Development of well-rounded pupils	Statutory requirement	Statutory requirement	Careers/options
Sequencing							
Why this and why now?	Introduction to KS5 learning	Compulsory RE/Ethics unit-statutory requirement	Careers	Staying healthy	SRE	SRE	Careers

Key concepts / Vocabulary						
12 or less	• Ethics • Employment • Skills • Qualities • Rights and responsibilities • Law	• Ethics • Debate • Philosophical theory	• Career • Options • Apprentice • University • UCAS • Skills • Qualities • Interview • Expectations	• Relationships • Consent • Unhealthy • Healthy • Mutual respect • Loyalty • Trust • Media • Dangers	• Relationships • Consent • Unhealthy • Healthy • Mutual respect • Loyalty • Trust • Media • Dangers	• Career • Options • Apprentice • University • UCAS • Skills • Qualities • Interview • Expectations
Learning Outside the Classroom / Cultural Capital						
Opportunities		Community police	Careers interviews Careers trip to Manchester		School nurse	
Homework						
Description						
Assessment						
Type	Ongoing tasks		Ongoing tasks		Ongoing	
Why this style of assessment and why now?						

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future								
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.								
Subject Intent	“To develop to be whole and well-rounded young people”								
Exam Board & Specification									
	Term 1						Term 3		
	1	2	3		4		5	6	
Topic Name Key Content	Citizenship/ careers	Citizenship /careers	Living away from home: finance, mortgage s, bank accounts	Employment laws, consumer rights, professional conduct	Health & well- being?	Relationship Education	Relationship Education	• Revision • Techniques • Active Revision • Tips • Memory	
Intent									
How does this link to your intent?	See careers		Development of well-rounded pupil. Signposting opportunity		SRE- statutory		SRE- statutory		
Sequencing									
Why this and why now?	See careers		Development from careers- signposting opportunity.		SRE- statutory		SRE- statutory	Exam preparation	
Key concepts / Vocabulary									
12 or less	• Career • Options • Apprentice • University • UCAS		• Ethics • Employment • Skills • Qualities		• Relationships • Consent • Unhealthy • Healthy • Mutual respect		• Relationships • Consent • Unhealthy • Healthy • Mutual respect	• Revision • Overload • Structure • Techniques	

	• Skills • Qualities • Interview • Expectations	• Rights and responsibilities • Law	• Loyalty • Trust • Media • Dangers	• Loyalty • Trust • Media • Dangers	
Learning Outside the Classroom / Cultural Capital					
Opportunities	See careers	Carrers trip to Manchester	Community police	School nurse	
Homework					
Description	See careers				
Assessment					
Type	See careers				
Why this style of assessment and why now?					