

Key Stage 3 Curriculum Journey:

THE YEAR 7 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 7 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
The Big Question	How can I make a Positive contribution to the Ashlawn Community?	How will the physical and emotional changes of puberty affect me?	How do I make and develop positive, safe Relationships.	What do I need to learn to keep myself and others safe on and offline?	What does it mean to be British and embrace different cultures?	How does politics affect me and how can I have my voice heard?
Topic and learning focus	Managing Change 1. What is PSHE? 2. Getting to know people 3. What is a community? 4. Careers and Your Future 5. Sleep and relaxation 6. Financial Education 7. Transition Points in your Life	Puberty and Body Development 1. Introduction to Puberty 2. Girls Puberty and Periods 3. Boys Puberty 4. Personal Hygiene 5. Growing up 6. Self-Esteem 7. Tooth Decay and Dental Health	Friendships, Respect and Relationships 1. Consent and Boundaries 2. Respect and Relationships 3. What makes a good friend? 4. Friendships & Online Relationships 5. Being positive 6. Pressure, Influence and Friends 7. What does it mean to be a man today?	Staying safe online and offline 1. Avoiding gangs and criminal behaviour 2. Staying safe online 3. Online gaming, grooming and addiction 4. Nicotine and smoking 5. E-Cigs, vaping and Shisha 6. Energy drinks and caffeine 7. Knife crime and safety	Celebrating Differences 1. What is your identity? 2. Multicultural Britain 3. Importance of being kind 4. Breaking down the Stereotypes 5. Learning disabilities 6. Prejudice and Discrimination 7. Challenging Islamophobia	Politics and Parliament 1. Why is Politics important? 2. How is your country run? 3. The role of the Prime Minister 4. The Monarchy and King Charles III 5. Politics, Debates and Parliament 6. Elections and Campaigning 7. Creating a Political Party
Foundational Knowledge Prior learning needed	Describe how people's feelings change during stages of transition	To understand that girls and boys develop differently during puberty	To understand what constitutes consent and why consent should always be respected	I can explain what a gut feeling is and how it links to my intuition I can identify a range of risks associated with being online	To appreciate the wide variety of aspects that make up my identity	To understand the impact politics has on everyday life
Core Knowledge and skills	Describe your feelings during times you have experienced transitions I understand the concept of trust I can explain what I have in common with others across my class. To understand the concept of community and what makes a cohesive community	To describe the emotional, social and physical changes that happen during puberty To empathise with those that are starting puberty and understand how to support them To understand the physical and emotional changes that happen to girls during puberty	To evaluate why personal space and boundaries are important when growing up To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways	To understand the reasons why young people might want to join a gang To understand the consequences of breaking the law and engaging in criminal behaviour I know how to reduce the potential risks when I am online and where to go to seek further help and support	To understand the nature vs nurture debate To accept that it's okay to be different and to be proud of your identity To understand and describe how diverse modern Britain is To define kindness and give examples of kind acts	To explore the History of the UK Parliament To evaluate the differences between living in a democracy and a dictatorship To understand the role of a local MP To understand the ways a Prime Minister can be chosen

	<p>To evaluate how welcoming your local community is</p> <p>To understand the meaning of the word career</p> <p>To describe what actually happens when we sleep</p> <p>To explore the benefits of good quality sleep</p> <p>To describe the concept of money</p> <p>To explore positive and negative uses for money</p>	<p>To know the basics of the menstrual cycle and a range of feminine protection products available</p> <p>To describe the main things that happen to girls during their menstrual cycle</p> <p>To know all parts of the male reproductive system</p> <p>To describe the physical and emotional changes that happen to boys through puberty</p> <p>To understand the challenges that boys face during puberty including erections, wet dreams and body image.</p> <p>To know the causes of body odour and how to prevent it</p> <p>To understand how important personal hygiene is and how to achieve it</p> <p>To know what to expect as you grow up</p> <p>To describe self-esteem and recognise behaviours linked to low and high self-esteem</p>	<p>To consider the differences between people and learn how to respect those differences</p> <p>To understand the importance of friendship and the qualities that make a good friend</p> <p>To know what is needed to form positive relationships with friends</p> <p>To understand what an unhealthy relationship might look like</p> <p>To explore what being a true friend to someone really entails</p> <p>To celebrate personal strengths and achievements and promote awareness of what can affect us</p> <p>To see the good that can come from the bad</p> <p>To explain why it is important to be confident and assertive</p> <p>To understand what it means to be a man in modern society</p>	<p>To define what a gaming addiction is and recognise symptoms of it</p> <p>To explore the benefits and risks associated with online gaming including grooming of players</p> <p>To evaluate what support networks are available to help support those in need</p> <p>To understand how alcohol impacts the body</p> <p>To explore the consequences of alcohol misuse</p> <p>To understand the impacts smoking has on the body</p> <p>To understand what vaping is and the science behind it</p> <p>To describe the risks to a persons health when vaping or using shisha</p> <p>To understand some of the reasons why people might choose to vape or smoke</p> <p>To understand how much sugar and caffeine are in certain drinks</p> <p>To explore the health risks associated with energy drinks</p>	<p>To understand the impact an act of kindness can have</p> <p>To know what acts of kindness I can do for myself and those around me</p> <p>To define stereotyping and prejudice</p> <p>To evaluate what can be done to challenge stereotypes</p> <p>To have a base knowledge of learning disabilities</p> <p>To understand how important the right language is</p> <p>To know basic etiquette with disabled people</p> <p>To define islamophobia and give examples of it in UK society</p> <p>To explore where islamophobia comes from</p>	<p>To know the role of the Prime Minister</p> <p>To describe the role King Charles III has and his duties to the crown</p> <p>To acknowledge different people may have many different views on any given topic</p> <p>To practise the art of debating</p> <p>To better understand why Parliament debates are important</p> <p>To evaluate the importance of exercising your right to vote</p> <p>To explore what makes a good political party</p> <p>To create a new political party for the UK</p>
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<p>Developmental Knowledge and Skills</p>	<p>Identify ways of coping with transition points and how you would apply them to future times of change in your life</p> <p>To evaluate what it would take for society to truly flourish</p> <p>To be aware of how careers education can help you plan for the future and recognise limitations of making career choices based on 'dream' ideas</p> <p>To be aware of what considerations are involved in making realistic choices</p>	<p>To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy</p> <p>To understand a range of issues that may impact you as you grow up</p> <p>To understand there are some cultural practices in the world that do not respect 'your body your rules', principles</p> <p>To explain how a poor diet can lead to many health risks</p>	<p>To understand how to deal with situations in an assertive way</p> <p>To evaluate why some friendships can be more beneficial than others</p> <p>To understand the different types of friendships that exist</p> <p>To know how to deal with peer pressure</p> <p>To understand when peer pressure can go wrong and how it can make someone else feel</p> <p>To explore rigid gender stereotypes of masculine men</p>	<p>To think of solutions to prevent young people from joining gangs</p> <p>To explain the harmful chemicals that are contained within a cigarette</p> <p>To explain the legal, emotional and physical consequences of carrying a knife</p> <p>To understand how knife crime impacts families and communities</p>	<p>To explore the facts and figures of immigration and pull factors</p> <p>To understand the impact both positive and negative stereotypes can have</p> <p>To identify different forms of prejudice and discrimination</p> <p>To consider how we can ensure equality for all in society</p>	<p>To describe the make up of parliament and the main roles it performs</p> <p>To consider what skills and qualities make a good Prime Minister</p> <p>To can explain what the both the Monarchy and the Commonwealth are</p> <p>To understand the line of succession</p> <p>To describe the different types of elections in the UK</p> <p>To explore how a new Government is formed after a general election</p>

	To explain how to improve sleep quality and where to source extra help and support from					To name the main parties that represent the UK in Parliament
Complex Knowledge	<p>To explore how British communities have changed over the past 60 years</p> <p>To discuss how the government spends money to help the country</p>		<p>To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations</p> <p>To evaluate the characteristics of a 'good man' and a 'real man'</p>	<p>To evaluate the negative impact alcohol use is having on wider society</p> <p>To evaluate how effective the government has been in helping people to quit smoking</p>	<p>To evaluate the concept of Britishness and whether multiculturalism works</p> <p>To evaluate how cohesive Britain really is</p> <p>To consider how the government and legislation are attempting to combat different forms of discrimination</p>	To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament
Links with the National Curriculum	<p>Recognising and demonstrating personal strengths.</p> <p>Build self-confidence, self-esteem and good health and wellbeing.</p> <p>Understanding what can affect wellbeing and resilience.</p> <p>The impact that the news and social media can have on how people think of themselves, including body image, physical and mental health.</p>	<p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty.</p> <p>Know about how the hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>Understanding what makes a positive healthy friendship.</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>Recognising if a friendship on or offline is making them feel unsafe or uncomfortable and how to manage this and ask for support</p>	<p>Explore the opportunities and potential risks of establishing and conducting relationships with people online, and strategies to manage the risks.</p> <p>Understand how to identify and manage personal safety in increasingly independent situations, including online.</p> <p>Know about ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</p> <p>Explore strategies for identifying risky and emergency situations,</p>	<p>Identify the different groups that make up their community: what living in a community means.</p> <p>To value the different contributions that people and groups make to the community.</p> <p>Diversity; what it means: the benefits of living in a diverse community: about valuing diversity within communities</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	<p>Understand that the UK is a democracy with an elected government. Understand that a member of parliament is elected to represent the people.</p> <p>Understand the privilege to be able to vote know that politics influence every aspect of our lives from law making to the prices we pay and what opportunities exist for education employment and social care</p>

				including online and ways to manage these		
Literacy (including reading)	<p>Key Vocabulary and definitions given:</p> <p>Transition Points, Career, Change, Risk, Reflection Trust, Honesty, Integrity, Self Esteem, Society, Character Traits Tolerance, Community, International, local, national, Community Cohesion Careers, Skills, Qualities, Future, Aspirations, Opportunities Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene Bartering, Currency, Wealth, Transaction, Debt, Exchange, Austerity, HM Treasury Transition points, Career, Change, Risk, Reflection</p>	<p>Key Vocabulary and definitions given:</p> <p>Puberty, Hormones, Adolescence, Testosterone, Oestrogen, Progesterone, Social, Emotional, Physical Menstrual Cycle, Hormones, Growth Spurt, Pubic Hair, Ovulation, Tampon, Panty Liner, Pad Urethra, Prostate, Testicle, Erection, Penis Wet Dreams, Ejaculation Deodorant, Anti-perspirant, Hygiene, Bacteria, Body Odour, Positive Wellbeing Adolescence, Self-Identity, Social Dynamics, Self-Awareness, Pressure, Bodily Autonomy, Consent Low Self-Esteem, High Self-Esteem, Criticism, Rejection, Failure, Confidence Tooth Decay, Dental Health, Hygiene, Oral Care, Enamel, Cavities</p>	<p>Key Vocabulary and definitions given:</p> <p>Consent, Boundaries, Peer Pressure, Individual Choice, Capacity to Consent, Assertive Respect, Relationships, Differences, Understanding, Behaviour Friendship, Loyalty, Acquaintances, Toxic, Jealousy, Betrayal, Isolation Online Friends, Self-Disclosure, Phubbing, Online Friends, Malicious, Exploited Positivity Thinking , Negativity, Balance, Resilience, Optimism, Physical Health Pressure, Influence, Confidence, Assertive, Peer Pressure, Self-Esteem, Manipulative Masculinity, Man Box, Real Man, Rigid Gender Roles, Self-Sufficiency</p>	<p>Key Vocabulary and definitions given:</p> <p>Criminal Behaviour, County Lines, Discharge, Youth Rehabilitation Order, Custodial Sentence Intuition, Instincts, Grooming, Online Predators, Identity Theft, Cyberbullying Grooming, Addiction, Fake Profiles, Noob, Frag, Respawn, Sunk Cost Fallacy, Gaming Disorder Alcohol, Ethanol, Underage Drinking, Excess, Alcohol Poisoning, Units, ABV Nicotine, Carbon Monoxide,, Cigarette, Vaping, Tar, Ammonia, Cyanide E-Cigarettes, Vaping, Vaporiser, Vape Shops, Shisha, Hookha, Tobacco Caffeine, Taurine, Guarana, Consumption, Coffee, Nausea, Jitters, Sugar Crash Threat, Fear, 999, Distress, Criminal Record, Senseless Violence, Offensive Weapons Act 2019</p>	<p>Key Vocabulary and definitions given:</p> <p>Identity, Characteristics, Nature vs Nurture, Values, Genetic Inheritance, Cultural Upbringing Immigration, Emigration, Pull Factors Multicultural Society, Diversity, Census 2021 Kindness, Love Languages, Thoughtfulness, Affirmation, Dopamine, Serotonin, Oxytocin Prejudice, Discrimination, Positive / Negative Stereotyping, Generalisations Etiquette, Ableism, Disability, Non-Disabled, Empathy Prejudice, Discrimination, Persecution, Injustice, Hate Crime, Marginalized Islamophobia, Islam, Muslim, Allah, BME (Black and Minority Ethnic)</p>	<p>Key Vocabulary and definitions given:</p> <p>Politics, Parliament, Dictatorship, Democracy, Government, Election, Ballot House of Commons, House of Lords, Westminster, Constituency, Political Parties Conservative, Labour, SNP, Coalition, Cabinet, Appointed, Advocacy Monarchy, Duties, Succession, Abdication, Knighthoods, Damehoods Debate, Advocate, Devil's Advocate, Parliamentary, Opposing, Policy First Past The Post, By Elections, General Elections, Proxy, Postal, Digital Democracy, Campaign Turnout, Party Ideology, Slogan, Political Office, Aims, Policies</p>

<p>Cultural Capital</p>	<p>Develop positive well-adjusted citizens. Learn the social skills necessary to deal with changes in our circumstances.</p> <p>What is a good citizen?</p>	<p>Learn how to deal with our emotional problems and support others. Understand why this is important for the benefit of society.</p> <p>How should we ignore peer pressure?</p>	<p>Develop emotionally secure and positive relationships with family, friends and work colleagues.</p>	<p>Explore that the internet connects us to the whole world and this can be an unsafe place. Why?</p> <p>Understand the effects of knife crime on society.</p>	<p>Learn how as British Citizens discrimination has no place in our society.</p> <p>Students will celebrate their British Heritage and make connections with other cultures.</p>	<p>Understand how politics can affect the daily condition of society and how it can transform and improve outcomes.</p>
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>The transition period from primary to secondary can be challenging but with perseverance and good communication individuals will be supported.</p>	<p>Explore the social skill of empathy in order to understand the challenges that different genders face.</p> <p>To see things from another person's point of view.</p> <p>In puberty there are many emotional challenges that individuals need to understand and control.</p> <p>To explore behaviour and understand that it relates to appropriate attitudes towards others. This is very important when it comes to how they conduct their relationships with others.</p>	<p>Understand the principles of right and wrong behaviour in relationships.</p> <p>Understand that individuals have the right to remove their consent at any point.</p> <p>Learn the nature of ethics and the foundations of a good and bad character and conduct.</p>	<p>Understand that in order to safely go online there is a set of values and morals that need to be understood in order to have healthy and positive relationships.</p> <p>Students need to see the dangers and long term effects of sexting and sending inappropriate images.</p> <p>Recognise how immoral behaviour impacts individuals' spiritual development and self-esteem.</p> <p>Recognise that the same moral values apply to online activities as offline interactions in society.</p>	<p>Students will explore the impact of nature v's nurture. Which has the strongest impact and how can we remove negative influences?</p>	<p>Students will understand the importance of watching the news and the impact it can have on their wider knowledge.</p>
<p>Fundamental British Values</p>	<p>Understand that all religions, culture, sexuality and gender are celebrated at Ashlawn School.</p>	<p>Learn the consequences of what happens when consent has not been given.</p>	<p>Learn that individuals can protect their rights and that consent can be given and removed at any point.</p> <p>Accept that all members of the Ashlawn community</p>	<p>Understand how to stay safe on and offline in an acceptable manner.</p> <p>Know and understand the criminal aspect of unsafe behaviour online.</p>	<p>Learn what a multicultural society is and how to embrace diversity.</p> <p>Students will explore the term equality.</p>	<p>Understand that politics are at the heart of British Values and this will be reflected in modern Britain.</p>

	Students will respect one another and embrace the school's values.	Explore stereotypes and prejudices through gender and sexuality.	will be respected at all times.	Recognise that mutual respect and tolerance of differences are values that are protected by law. Understand the law governing what you can and cannot say online.		
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THE YEAR 8 CURRICULUM JOURNEY enables learners to become informed and responsible citizens in society; the subject material helps learners understand other people's identity so they can develop the skills necessary to allow others and themselves thrive in society.

THE YEAR 8 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
The 'BIG' Question.	Who am I and what could my future look like?	How can I stay fit and healthy and make sure I feel that way?	What types of relationships do I have and how do I stay safe in them?	What is the impact of County Lines, Knife Crime and ASB in the community?	How and why is it important that all people are treated equally in society?	What makes a good British Citizen and how do we learn to tolerate and embrace differences?
Topic and learning focus	Proud to be me 1. Employability and Enterprise skills 2. Proud to be me 3. Careers and aspirations 4. Self Esteem and the media 5. The importance of happiness 6. What makes me angry? 7. Exploring careers	Physical Health and Mental Wellbeing 1. Health and Wellbeing 2. What is mental Health? 3. Positive Body Image 4. Child Abuse 5. Types of Bullying 6. Healthy Eating and Cholesterol 7. Stress Management	Identity, Relationships and Sex Education 1. Relationships and Sex Education 2. Being Yourself & Self-Love 3. Healthy Respectful Relationships 4. What is Love? 5. Dealing with Conflict 6. Periods and Menstrual Cycle 7. Introduction to Contraception 8. Sexual Orientation	Dangerous Society Online & Offline 1. County Lines - What is it? 2. County Lines - Who is at risk? 3. Substance Misuse 4. Cyberbullying 5. Online Grooming 6. Alcohol Safety 7. Child Exploitation and Online Protection	Equality and Diversity Explored 1. Equality Act 2010 2. LGBTQ+ What is it? 3. LGBTQ+ Rights Across the World 4. Gender Equality 5. Ableism and Disability Discrimination 6. Removing the Barriers, Equality for All 7. Racism & Discrimination in Society	Law, Crime and Society 1. Desert Island - Living 2. Desert Island - Building a Community 3. Desert Island - Making Decisions 4. Desert Island - Criminals Law and Society 5. How are Laws Made? 6. Prisons, Reform & Punishment
Foundational Knowledge Prior learning needed	Be able to effectively work as part of a team and research the issues and come up with solutions	To understand what positive wellbeing might look like in someone's life To recognise a range of healthy and unhealthy habits we might have	To understand the core aims of RSE in secondary schools	I understand what the term 'county lines' means	To know what equality means and why it is important.	To consider what it would be like to live on a desert island
Core Knowledge and skills	Apply this understanding by redesigning an area of Ashlawn School Evaluate what makes an effective and persuasive presentation.	To know a range of methods to improve my own and others health & wellbeing To define the term mental health	To understand how physical touch may be different in a sexual relationship to any other relationship To explore what rights in relationships look like	I can explain how county lines gangs recruit and exploit young people I understand the importance of getting immediate help for myself or a friend if I suspect a problem	To understand the Equality Act 2010 and how it can be applied in different cases To define the acronym LGBTQ+	To understand that rights come with responsibilities To evaluate the fairest way to make choices To understand the concept of community cohesion

	<p>To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you</p> <p>To evaluate what self self love is</p> <p>To help me think carefully about potential careers and focus on my interests and preferences</p> <p>To describe self esteem and how it impacts someone life</p> <p>To explore ways to boost self esteem</p> <p>To explore what happiness might mean to different people</p> <p>To explore why it's OK for us to explore our own feelings and emotions</p> <p>To explore how our thoughts and feelings can impact what we do and say</p> <p>To understand how to deal with and manager anger To identify the 10 main UK Job sectors</p>	<p>To explore why we might say we are okay when we are not</p> <p>To understand what body image is and who can be affected</p> <p>To explore what influences body image for boys and girls</p> <p>To understand the different forms of child abuse</p> <p>To explore various warning signs that someone might need help</p> <p>To know who to talk to and where to access support and help for any form of abuse</p> <p>To define bullying and cyberbullying and explain the impact they can have</p> <p>To know where to seek support and advice on bullying and cyberbullying</p> <p>To identify the components of a healthy diet</p> <p>To understand how to replace unhealthy snacks and foods with healthier alternatives</p>	<p>To know what self-love really is</p> <p>Compare and contrast the characteristics of healthy and unhealthy relationships</p> <p>To know what respect in a healthy relationship looks like</p> <p>To define the term love and understand that it comes in many forms</p> <p>To identify how you might like to give and receive love yourself</p> <p>To understand different types of love and love languages</p> <p>To know the different areas of life where conflict may occur</p> <p>To acknowledge that feelings may vary between people in the same situation</p> <p>To understand the menstrual cycle and its role in human reproduction</p> <p>To describe the concept of abstinence</p>	<p>To understand who county lines gangs target and why</p> <p>To identify the signs that someone is being exploited</p> <p>To define the term substance misuse and understand the way drugs affect users</p> <p>To explore why people misuse substances</p> <p>To evaluate what support networks are available to help support those in need</p> <p>Describe the meaning of bullying and cyberbullying and the impact they can have on an individual</p> <p>To know how to manage oneself appropriately online</p> <p>To understand how to stay safe online from grooming</p> <p>To know where to seek specialist support and advice to help anyone who is at risk</p> <p>To explain how alcohol is measured and what the limits are for adults</p>	<p>To explore a variety of LGBT+ Role Models in British society</p> <p>To identify some areas of the world where homosexuality is still illegal</p> <p>To understand what gender equality means</p> <p>To understand what ableism is and why it's a problem</p> <p>To identify language and behaviour that is ableist</p> <p>To know how to be anti-ableist and to be an ally for disabled people</p> <p>To understand what is meant by 'barriers to employment'</p> <p>To consider how these barriers impact people living with a disability</p> <p>To think about how we can move towards equality</p> <p>To define the word 'colonisation' and understand what the British Empire was</p>	<p>and what makes a community</p> <p>To be able to make decisions and understand their impact</p> <p>To consider the impact my decision could have</p> <p>To develop skills of evaluation, prediction and self reflection</p> <p>To understand that the age of criminal responsibility varies in different countries</p> <p>To evaluate why young people may commit crimes</p> <p>To understand why laws are needed in society</p> <p>To explain the types of punishments available in the UK</p> <p>To understand the different theories behind punishing offenders</p> <p>To evaluate whether prison is an effective form of punishment</p>
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	<p>To explore a wide variety of jobs</p>	<p>To gain an understanding into what causes stress</p> <p>To know some strategies on how to deal with stress</p>	<p>To understand the main other ways of reducing the risk of pregnancy</p> <p>To explore and challenge LGBTQ+ prejudices and stereotypes</p> <p>To understand the damaging impact homophobic language has on people</p>	<p>To explore the consequences of alcohol consumption</p> <p>To explore a variety of risks and dangers related to being online</p> <p>To evaluate how to reduce the risks associated with being online</p>		
<p>Developmental Knowledge and Skills</p>	<p>I can describe my self esteem and understand ways to improve it</p> <p>To be aware that understanding myself and my interests will help shape my choices about KS4 Options and future career ideas</p> <p>To evaluate the impact negative self talk can have on self esteem</p> <p>To understand the science behind why someone gets angry</p> <p>To evaluate the different qualifications, starting salaries and duties of a wide range of jobs</p>	<p>To know a variety of mental illnesses and symptoms and know some strategies to maintain positive mental wellbeing</p> <p>To know various ways someone can improve their own or a friends self-esteem</p> <p>To explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour</p> <p>To understand the difference between good cholesterol and bad cholesterol</p>	<p>To be able to explain why self-love is so important, and good for us</p> <p>To explain various aspects of a healthy relationship and understand how they are connected</p> <p>To understand the cause of conflict and learn a range of conflict resolution methods</p> <p>To understand how and why feminine protection is so absorbent and effective</p> <p>To evaluate the role of hormones in the regulation of the body's functions</p> <p>To be able to identify a wide range of contraceptive methods</p> <p>To understand the many different key terms and concepts that are used</p>	<p>To understand how county lines gangs use psychological, financial and physical methods to make people feel trapped</p> <p>Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour</p> <p>To explain how to spot a fake profile and catfishers</p>	<p>To be able to explain some challenges the Equality Act has faced</p> <p>To understand the many different key terms and concepts that are used within the topic of LGBTQ+</p> <p>To evaluate the varying views and laws on homosexuality across the world</p> <p>To be able to evaluate gender equality in the workplace, families and in politics</p> <p>To be able to explain the link between statutes and racism</p>	<p>To understand the different forms of prejudice that exist</p> <p>Understanding how to make informed decisions</p> <p>To understand the process of how a bill passes through Parliament</p> <p>To evaluate recent changes to the law in England and Wales</p>

Complex Knowledge	To evaluate whether happiness truly exists	To understand the long term impact of stress on the body and mind	To see how society has evolved to minimise self-love	To evaluate when introducing alcohol to a situation can lead to very dangerous consequences exploitation and be able to give examples	To understand the responsibility of the international community to help combat homophobia To evaluate how as a society, we can challenge gender stereotypes To form an opinion on what the future of statues in Britain could be	To understand how the criminal justice system operates for young offenders
Links with the National Curriculum	Examine a range of jobs and skills required for entry. Know the importance of a good range of GCSEs and the opportunities they provide. Know the law relating to employment.	Explore strategies to help build resilience to negative opinions, judgements and comments. Recognise and manage internal and external influences on decisions which affect health and wellbeing. Know how to identify and articulate a range of emotions accurately and sensitively using appropriate vocabulary. Recognise the characteristics of mental and emotional health and strategies for managing these.	To recognise and develop personal values in friendships, love and sexual relationships. The importance of trust in relationships and the behaviours that can undermine or build trust. To evaluate expectations about gender roles, behaviour that can undermine or build trust. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.	Examine the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines: responsible use of antibiotics. To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. Information about alcohol, nicotine and other legal and illegal substances including short - term and long term health risks associated with their use.	Understanding about the similarities, differences and diversity among young people of different race, culture, ability, sex gender identity, age and sexual orientation. Students will understand the difference between biological sex, gender identity and sexual orientation. To recognise that sexual attraction and sexuality are diverse	Know strategies for identifying risky and emergency situations, including online: ways to manage these and get the appropriate help, including where there may be legal consequences (e.g. drugs, and alcohol, violent crime and gangs.) To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.

<p>Literacy (including reading)</p>	<p>Key Vocabulary and definitions given:</p> <p>Life Skills, Enterprise, Entrepreneur, Teamwork, Leadership, Numeracy, Budget, Economy, Emotion, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Ideal Self, Actual Self, Values, Aspiration, Pharmacist, Jeweller, Optometrist, Barista, Maître d', Forensics, Self Esteem, Self Talk, Body Image, Influencers, Positivity, Belief, needs, wants, Inspiration, Future, dreams, ability, Angers, Triggers, Conflict Management, Emotions, Language, self awareness, Job Description, Salary, Duties, Progression, Qualifications, GCSE, A-levels, University, Skills</p>	<p>Key Vocabulary and definitions given:</p> <p>Holistic, Resilience, Heart Health, Longevity, Detoxification, Immunity, PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental Illness, Schizophrenia, Body Image, Confidence, Validation, Perfectionism, Perceived Imperfections, Plastic Surgery, Neglect, Safeguarding, Exploitation, Abandonment, Maltreatment, The Children Act 1989, Banter, Teasing, Bullying, Cyberbullying, Assertive Responsibility, Empathetic Cholesterol, Minerals, Vitamins, Dietary Fiber, Proteins, Monounsaturated Fats, Polyunsaturated Fats, Physiological, Psychological, Stress, Anxious, Mindfulness, Relaxation</p>	<p>Key Vocabulary and definitions given:</p> <p>Consent, Respect, Conflict Resolution, Inclusivity, Puberty, Self-Love, Self-Acceptance, Inner Voice, Self-Discovery, Emotional Resilience, Consent, Support, Honesty, Relationships, Love, Sex, Communication, Affection, Tenderness, Passion, Unconditional, Altruistic, Appreciation, Compassion, Conflict Resolution, Argument, Assertive, Divorce, Cool Off Period, Win-win, Humility, Oestrogen, Luteal, Cervix, Uterus, Follicular, Ovulation, Menstruation, Tampon, TSS, Contraception, Abstinence, Barrier, Suppress, Coil, IUS, IUD, Vasectomy, Condom, Femidom, Asexual, Pansexual, Bisexual, Queer, Heterosexual, Homosexual, Demisexual, Homophobic</p>	<p>Key Vocabulary and definitions given:</p> <p>County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teenies, Drug Mule, Exploitation, Physical, Psychological, Financial, Trap House, Criminal Responsibility, Substance Abuse, Dependence, Intoxication, Withdrawal, Impairment, Anxiety, Psychosis, Cyberbullying, Trolling, Abuse, Blocking, Anonymous, Harassment, Digital Footprints, Grooming, Catfishing, Persona, Fake Profiles, Coercion, Gas-Lighting, Banter, Units, Spirits, Alcoholic, Impaired Judgment, Addiction, Liver Damage, Child Sexual Exploitation, Coerce, Manipulate, Blackmail, Predators, Safeguarding</p>	<p>Key Vocabulary and definitions given:</p> <p>Equality, Inequality, Harassment, Victimisation, Direct/Indirect Discrimination, Sexuality, Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Pansexual, Representation, Decriminalisation, Homosexuality, Sexual Orientation, Homophobia, Gender Equality, Sexual Stereotyping, Gender Prejudice, Gender Discrimination, Glass Ceiling, Non-Binary Ableism, Disability Metaphors, Ally, Micro-aggressions, Equal Opportunities, Barriers, Inclusion, Adjustments, Recruitment, Two Ticks Scheme, Colonisation, Settlement, Indigenous, British Empire, Exploitation</p>	<p>Key Vocabulary and definitions given:</p> <p>Rite of Passage, Moral Dilemmas, Philosophies, Optimistic, Civilization, Community, Cohesion, Diversity, Prejudice, Discrimination, Informed Decisions, Procedures, Consequences, Ceremony, Celebration, Theft, Laws, Criminal Responsibility, Young Offenders, Conviction, Remorse, Royal Assent, Bill, White & Green Paper, Consultation, Reciprocity, Ping-Pong of a Bill, Retribution, Rehabilitation, Reperation, Denunciation, Incapacitation, Deterrence</p>
<p>Cultural Capital</p>	<p>Exploring the importance of employment in our country.</p> <p>Discuss the impact of unemployment on</p>	<p>Learn the skill of empathy for others and how this will allow society to grow and develop in a positive manner.</p>	<p>Develop the values that as British Citizens we should embrace and accept every sexuality.</p> <p>Why do some countries ban LGBTQ+? What is the</p>	<p>Explore the idea that staying safe in the community is a key priority for all stakeholders.</p>	<p>Develop the idea that as British Citizens we should embrace, celebrate and support our LGBTQ+ community.</p>	<p>Students will learn the importance of the 'Law' in society and the impact it can have on individuals and families.</p>

	individuals and the economy.		death penalty still in place?	Students will understand the devastating effects of exploitation. Why is Rugby a key area for county lines?	What is PRIDE and why is it celebrated?	Students will explore the impact of unlawful actions and how the police deal with challenging situations. Should children of 13 be criminalised?
Social, Moral, Spiritual and Cultural Development	<p>Believe that individuals can achieve anything they put their mind to.</p> <p>Society is always changing and there are new jobs and opportunities. The top 10 jobs in the future do not exist today.</p> <p>Students will explore Britain's biggest exports.</p>	<p>Understand that in society there are many choices we make that impact on our physical and mental health. If we make negative choices that affect our own as well as others health then this is a moral responsibility.</p> <p>If we make many wrong choices then this can build up as adverse childhood experiences that will impact an individual's future happiness.</p> <p>Understand that there are strategies that individuals can employ that can improve their physical and mental health now and in the future.</p>	Students will understand the differences between gender and sexuality.	<p>Students need to see the dangers and long term effects of county lines and addiction.</p> <p>Where do drugs come from? How are they imported?</p>	Students will study the principles of right and wrong behaviour in relationships and where to go for help.	Students are taught the challenges of living in a small community and are encouraged to make decisions that could change lives.
Fundamental British Values	<p>Understand that leadership opportunities in employment can impact on our British society.</p> <p>Explore the impact of team work in employment.</p> <p>Understand the legal rights when working.</p>	<p>Understand that individual liberty is a choice and understand that all the choices we make in regard to our physical and mental health are decisions that impact on ourselves and others in society, for example passive smoking.</p>	<p>Understand that sexuality should be celebrated at Ashlawn School.</p> <p>Students will learn about their rights, choice and individuality in society.</p>	<p>Understand how to protect themselves from violence and coercion.</p> <p>Students will know and understand how the law protects you from CE.</p> <p>Students understand the law relating to drug use and possession.</p>	<p>Learn what LGBTQ+ stands for and how society should celebrate our differences.</p> <p>Accept that all members of the Ashlawn community will be respected at all times.</p>	<p>Understand the term 'building a community' - what does it mean and what are the challenges that communities face?</p> <p>Students will explore the criminal justice system.</p>

		Understand that British society faces difficult decisions that relate to how to support those with obesity and addiction.				
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Key Stage 3 Curriculum Journey:

THE YEAR 9 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 9 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
The 'Big' Question	How do I become a financially secure, safe and happy adult?	Why is it important that I am knowledgeable and confident about my body, thoughts and feelings?	What makes a healthy relationship and is it best to wait for someone you care about?	What are addictive substances and what do they do to a person's body and mind?	What is contraception and how can I prevent an unplanned pregnancy and STI?	How can we prevent radicalisation and recognise the signs of extremism? How do we protect ourselves?
Topic and learning focus	Essential Life Skills <ol style="list-style-type: none"> From Failure to Success Assertiveness First Aid Saving and Managing Money Labour Market Information Finance, Budgeting and Employment Social Media & Online Stress 	Body Confidence <ol style="list-style-type: none"> How Self-Esteem Changes What is a Penis? What is a Vulva? Bullying in all its forms Dealing with Grief and Loss Media and Airbrushing Cancer Prevention and Healthy Lifestyles 	Sex, the Law and Consent <ol style="list-style-type: none"> Sexual Consent and the Law FGM and the Law Relationships and Partners Domestic Abuse and Domestic Violence Why have sex? Delaying Sexual Activity Sexual Harassment and Stalking 	Legal and Illegal Drugs <ol style="list-style-type: none"> What is a Drug? Different Types of Addictions Cannabis Products Drug Classifications Party Drugs & Illegal Drugs The War on Drugs Volatile Substance Abuse 	Contraception and STIs <ol style="list-style-type: none"> What are STIs? Treating STIs and the Clinic Contraception Explored Contraception - Condoms Contraception Explored Further HIV and AIDS HIS and AIDS Prejudice and Discrimination 	Combating Extremism and Terrorism <ol style="list-style-type: none"> Conspiracies Theories & Narratives Forms of Extremism What is Terrorism? War & Conflict The Radicalisation Process How does Counter Terrorism work? Antisemitism in the UK
Foundational Knowledge Prior learning needed	To understand how success and failure are often linked	To define the term self-esteem and explain how it impacts us	To know the legal definition of consent and the law surrounding it	To define the term drug and understand the different forms it can take	To be able to name at least five common STIs and explain how they are transmitted	To understand what a conspiracy theory is
Core Knowledge and skills	To explore what motivates people to achieve incredible things	To explore why people do not necessarily respond in	To understand the purpose and the importance of consent	To explore some of the reasons why people use drugs	To understand the different groups that STIs are categorised by	To explore why conspiracy theories and extremist narratives are interlinked

	<p>To evaluate the importance of resilience and learning from mistakes and failures</p> <p>To know the difference between passive, assertive and aggressive</p> <p>Recognise assertive behaviour in dealing with peer pressure to drink</p> <p>To understand the vital importance of First Aid as a life saving skill</p> <p>To understand how to put someone in the recovery position and when to contact emergency services</p> <p>To define a variety of banking and financial key terms</p> <p>To understand the importance of saving money and the different methods of storing it</p> <p>To be able to identify the difference between essential and non-essential expenditure</p> <p>To define terms such as financial capability and financial competence.</p>	<p>the same way to similar situations</p> <p>To understand that different people may express their feelings in many different ways</p> <p>To know what a penis is and the makeup of a sperm cell</p> <p>To understand the male reproductive system</p> <p>To understand the role testosterone plays in the body</p> <p>To understand what a vulva is and the makeup of the vagina</p> <p>To understand the female reproductive systems</p> <p>To understand the importance of cervical screening</p> <p>To understand the different forms of bullying and why people bully others</p> <p>To know what HBT bullying is and the impact it can have on the victim</p> <p>To explore what grief is and how it affects people</p>	<p>To understand the consequences of sexual activity with no consent</p> <p>To revise the different parts of the female reproductive organs</p> <p>To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship</p> <p>To understand the non-physical characteristics someone might look for in a future partner</p> <p>To look at relationships and understand the factors necessary to develop a healthy relationship</p> <p>To describe what an unhealthy relationship looks like</p> <p>To understand the different types of abuse that exist</p> <p>To identify how and where to get help with abusive relationships</p> <p>To know the various things to consider when thinking</p>	<p>To define what an addiction is</p> <p>To understand the different types of addictions that people can have</p> <p>To understand the different forms and street names given to cannabis</p> <p>To explore why some people take cannabis</p> <p>To consider the different classifications of drugs</p> <p>To explore the legal classifications of 36 drugs</p> <p>To explore the way 'party' drugs affect users and can put them in very dangerous situations</p> <p>To learn about a range of illegal drugs</p> <p>To explore the link between gangs, users and illegal drugs</p> <p>To define the term 'volatile substance abuse'</p> <p>To explore the short term, long term and chronic effects of VSA</p>	<p>To identify the facts, dangers and symptoms of some common STIs</p> <p>To understand the importance of Sexual Health Clinics (GUM)</p> <p>To explain why people should always get themselves checked out after unprotected sex</p> <p>To understand how a variety of different forms of contraception work</p> <p>To explore which forms of contraception protect against pregnancy, STIs or both</p> <p>To understand the correct steps for using an external or male condom</p> <p>To describe obstacles to condom use and explain how they can be overcome</p> <p>To know what a C-Card scheme is and how it works</p> <p>To understand the block, suppress and disable methods to reducing the risk of pregnancy</p> <p>To know what thrush is and the common</p>	<p>To evaluate why conspiracy theories can be damaging to society</p> <p>To define the terms extremism, terrorism and radicalisation</p> <p>To understand the different types of extremism</p> <p>To understand how extremist views can lead to acts of terrorism</p> <p>To explore why people may choose to commit an act of terrorism</p> <p>To understand why there is a war in Ukraine</p> <p>I can describe how the radicalisation process works</p> <p>I understand what the signs of radicalisation look like and can help prevent myself and others from it</p> <p>I understand how to respond in a terrorist situation</p> <p>To define the terms Zionism and antisemitism</p>
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	<p>To understand the importance of budgeting throughout a person's life</p> <p>To explore the link between mental health and social media usage</p> <p>To identify coping strategies to manage online stress</p> <p>Recognise that social media sometimes does not reflect real life</p>	<p>To evaluate what support networks are available to help those grieving</p> <p>To describe how photo editing and airbrushing are contributing to a false sense of beauty</p> <p>To explore what it means to be body positive and body neutral</p> <p>To explore the health benefits of living a healthy lifestyle</p> <p>To explore how diet, stress and life situations can impact on health</p>	<p>about making a relationship sexual</p> <p>To understand the positive and negative reasons to have sex</p> <p>To explore the benefits and consequences of making a relationship sexual</p> <p>To understand the benefits of delaying sexual activity</p> <p>To know why consent and respect for each other should be the priority in any relationship</p> <p>To define the terms stalking and harassment</p> <p>To explore the differences between flirting and sexual harassment</p>	<p>To understand what can be done to help those who abuse</p>	<p>symptoms of it in men and women</p> <p>I know what HIV and AIDS are and explain the difference</p> <p>I understand the main ways HIV is transmitted from person to person</p> <p>I can explain the vital importance of World AIDS Day</p> <p>To explain what the stigma is surround HIV and AIDS and why it exists</p>	<p>To explore why Jews have been persecuted in Europe over hundreds of years</p> <p>To understand what is happening today in the UK</p>
<p>Developmental Knowledge and Skills</p>	<p>Demonstrate strategies to manage risk and explain why they are useful</p> <p>Know how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</p> <p>To be aware of what labour market information (LMI) is and how it can be useful to you</p>	<p>To evaluate what support schools and students can give to those impacted by the effects of HBT bullying</p> <p>To understand how grief can impact people in a variety of different ways and how you can support a friend or family member</p> <p>To evaluate the impact advertisements are having on our self esteem</p>	<p>To understand what FGM is and its impact</p> <p>To know that FGM is illegal and where you can go for help and support</p> <p>To know how to be assertive and deal with undue pressure</p>	<p>To evaluate the impact drug use has on society</p> <p>To evaluate whether sugar is more addictive than cocaine</p> <p>To understand key aspects of the UK's drug policy</p> <p>To describe how drugs are manufactured and trafficked globally</p>	<p>To describe the key symptoms and risks associated with a variety of different STIs</p> <p>To be able to identify which types of contraception would be best used by different types of people</p> <p>To understand the history of HIV and AIDS and the</p>	<p>To understand the iceberg analogy of terrorism</p> <p>To evaluate the current terror threat to the UK and explore recent acts of terrorism</p> <p>I understand how counter terrorism works in the UK and the prevent duty</p> <p>I can evaluate the best way to fight extremism</p>

	<p>To be able to start using LMI to get a realistic picture of the labour market</p> <p>To use LMI to help me make decisions about future careers</p>			<p>To explore how different countries are dealing with the drugs trade</p>	<p>recent advances in HIV treatment and prevention</p>	<p>and the ideologies spread by extremist groups</p>
Complex Knowledge	<p>To know how to calculate your personal income tax liability</p>	<p>To evaluate the latest research on cancer prevention and healthy lifestyle choices</p>	<p>To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)</p>	<p>To evaluate whether cannabis should be legalised in the UK</p> <p>To evaluate how governments can tackle the illicit drugs trade</p>	<p>To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken</p>	<p>To explore the response of international organisations to supporting Ukraine</p> <p>To evaluate what impact economic sanctions will have against Russia know what radicalisation is and why it is harmful</p>
Links with the National Curriculum	<p>recognise that people have different attitudes towards saving and spending money: what influences people's decisions; what makes something good value for money.</p> <p>To recognise that people make spending decisions based on priorities, needs and wants. Different ways to keep track of money.</p> <p>About risks associated with money (money can be won, lost or stolen) and ways of keeping it safe. Identify the ways that money can impact people's feelings and emotions.</p>	<p>learn about problem solving strategies for dealing with emotions, challenges and change, in their lives</p> <p>students learn about how they understand personal identity, what contributes to who we are ethnicity, family, gender, faith culture likes and dislikes</p> <p>About how to manage setbacks / perceived failures, including how to reframe unhelpful thinking</p>	<p>Recognise different types of physical contact; understanding what is acceptable and unacceptable; strategies to respond to unwanted physical contact; seeking and giving permission consent in different situations; dangers of keeping something secret when this should be shared with a responsible adult.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried</p>	<p>know about the new opportunities and responsibilities that increasing independence may bring</p> <p>basic techniques for resisting pressure to do something they don't want to do which may make them feel unsafe</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone should feel respected.</p> <p>Strategies to improve or support respectful relationships. Why taking unknown substances might influence</p>	<p>Know about the process of reproduction and birth as part of the human life cycle: How babies are conceived and born and that there are ways to prevent a baby being made. Students understand how babies need to be cared for. How to predict, assess and manage risk in different social situations.</p> <p>How to recognise that if a relationship is making them feel unhappy or uncomfortable or unsafe then they know how to seek help or advice</p>	<p>To recognise situations where they are being adversely influenced, or are at risk due to being part of a particular group; strategies to access appropriate help</p> <p>To have positive mental health. To develop healthy interests to improve your psychological wellbeing. To know where to get support to be a productive citizen</p> <p>To be involved in the community fundraising. To work and pay tax and make positive contributions to your family and society at large. To see the value in being a productive citizen of the UK</p>

			about their own or someone else's personal safety.	relationships in a negative way.		
Literacy (including reading)	<p>Key Vocabulary and definitions given:</p> <p>Success, Failure, Motivation, Resilience, Empathy, Mistakes, Kinaesthetic, Auditory Evaluate, Submissive, Aggressive, Assertive, Insistent, Adamant Defibrillator, CPR, Choking, Recovery Position, St John Ambulance, BHF, Circulation, Airways Investment, Branch, Debit Card, Bank Account, Expenditure, Needs & Wants, Budget, Debt Labour Market, Authority, Demography, globalisation, manufacturing, education, training Budget, Forecast, Savings, Investments,, Financial Competence, Financial Capability Platforms, Social Media, Stressors, Social Currency, Online Harassment , Confidential, Privacy, Cyber Bullying</p>	<p>Key Vocabulary and definitions given:</p> <p>Self-Esteem, Butterfly Effect, Validation, Criticism, Resilience, Personal Development Penis, Urethra, Scrotum, Testicle, Bladder, Prostate Gland, Vas Deferens, Testosterone, Movember Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Clitoris, Cervical Screening Social Bullying, Prejudice, Homophobia, Biphobia, Transphobia, Resilience, Assertiveness Grief, Loss, Bereavement Denial, Bargaining, Acceptance, Trauma, Depression Airbrushing, Digital Media, Photoshop, Body Positivity, Insecurity, Foundation, Body Neutrality Cancer Prevention, Cultured Meat, Industrial Farming, Vegans, Immunity, Malnutrition, Tumours</p>	<p>Key Vocabulary and definitions given:</p> <p>Sexual Consent, Sexual Assault, Sexual Abuse, Rape, Age of Consent, Unlawful Uterus, Vulva, Genitals, Mutilation, Infertility, Tahor, Sunna, Violation Relationships, Affection, Bonding, Attraction, Independence, Expectations Domestic Abuse, Domestic Violence, Controlling, Negativism, Scapegoating, Dishonesty Love, Sex, Virginity, Consensual, Pleasure, Relief, Pregnancy, Contraception Consent, Sexual Activity, Intimacy, Celibacy, Abstaining, Pressure, Influence Stalking, Harassment, Flirting, Criminal, Protection from Harassment Act 1997</p>	<p>Key Vocabulary and definitions given:</p> <p>Addiction, Experimental, Recreational, Dependent, Problem User, Class A,B & C Gambling, Nicotine, Prescription Drugs, Compulsive Disorder, Excessive Consumption Cannabis, Marijuana, THC, CBD, Cannabis Oil, Intoxicating, Class B Class A, Class B, Class C, Supply, Possession, Psychoactive Substances, Misuse of Drugs Act 1971 Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine, Crystal Meth, Amphetamines, Ketamine Trafficking, Drug Mules, Products, End Users, Manufacturers, Producers, Farmers Volatile Substance Abuse, Psychoactive Substances, Addiction, Chronic Effects</p>	<p>Key Vocabulary and definitions given:</p> <p>STI, STD, Bacterial, Viral, Parasitic, Gonorrhoea, Chlamydia, Syphilis, HIV, HPV GUM, Sexual Health Clinic, GP, Contraception, Unprotected Sex, Promiscuous IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom, Withdrawal Condom, Condom Demonstrator, C-Card Scheme, Contraception Block, Supress, Disable, Thrush, Diaphragm, Vasectomy, Hysterectomy HIV, AIDS,, Anti-Viral, Immunodeficiency, Immune System, CD4, White Blood Cells HIV, AIDS, PrEP, PEP, Anti Viral, Infection, Immune system, CD4</p>	<p>Key Vocabulary and definitions given:</p> <p>Conspiracy Theories, Extremism, Extremist Narratives, Evidence, Scrutiny Extremism, Terrorism, Counter Narrative, Radicalisation, Extreme Far Right, National Front Recruitment, Radicalisation, Sourcing, Terrorism Act 2000, ISIS, ISIL, MI5 NATO, EU, Soviet Union, Conflict, Vladimir Putin, Vladimir Zelenskiy, Sanctions, No Fly Zone Propaganda, Fanatical, Radicalisation, Ideologies, Pre-radical, Indoctrination, Cultural Diversity Prevent, Pursue, Pygmalion Effect , Counter Terrorism, Intervention Zionism, Antizionist, Antisemitic, Pogrom, Persecution, Shomrim</p>
Cultural Capital	How to effectively budget, including the benefits of saving How to effectively make financial decisions, including recognising the opportunities and	Develop an understanding that individuals can change their gender from the one assigned to them at birth. Need to be sensitive to the fact that this is a complex	Develop an understanding that sexual relationships are governed by the law. Understand the idea that consent is an important issue that relates to the age of consent	Develop an understanding that drug taking is part of a young person's experience of growing up. Being aware of the dangers and long term	Develop an understanding of the dangers of having unprotected sex. Look at ways to prevent an unwanted pregnancy	Develop an appreciation for how British values impact society in a positive way. Understand that an unhealthy negative attitude towards society

	<p>challenges involved in taking financial risks. To recognise and manage the range of influences on their financial decisions To access appropriate support for financial decision - making for concerns relating to money, gambling and consumer rights</p>	<p>issue that needs a sensitive appreciation for cultural differences and acceptance</p>	<p>Consideration of what makes sexual harassment and stalking a crime</p>	<p>impact of illegal drug taking in an individual's life and that of their family and friends</p>	<p>Develop an awareness of the prejudices associated with the way people might feel about HIV/ AIDS</p>	<p>can lead to extremist views. Understand how groups might appeal to young people to become influenced by their strong ideologies</p>
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Students will be able to lead a happy and fulfilled life with the knowledge of how to look after their money, health and family.</p>	<p>Students are able to accept and embrace the differences of the human body and know how to support others struggling with their identity.</p>	<p>Students will explore what a healthy relationship looks like, feels like and when to remove themselves from that relationship.</p>	<p>Students will appreciate the effects of drugs on the body and the long term implications of addiction.</p>	<p>Students can empathise with the long term effects of STIs and living with AIDS.</p>	<p>Students will understand how society has responded to terrorism and how the 'Prevent' strategy is there to protect everyone.</p>
<p>Fundamental British Values</p>	<p>Understand employment laws and how society can support individuals through the NHS and Social Services.</p>	<p>Understand how to show respect to all members of Ashlawn School and embrace our diverse community.</p>	<p>Understand that unhealthy relationships should not be tolerated and that every individual should respect their body.</p>	<p>Understand the law surrounding possession and intent to supply when taking drugs.</p>	<p>Understand how to protect themselves from unplanned pregnancies and to make informed decisions about contraception.</p>	<p>Understand the law in relation to 'Acts of Terrorism'. Understand the political views that can cause conflict between countries.</p>

Key Stage 4 Curriculum Journey:

THE YEAR 10 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
The 'Big' Question	What is Generation Z and what challenges do they face?	How does social media and the internet affect the safety of young people?	What is domestic violence/coercive control and how can you protect yourself from an abusive relationship?	How does culture and religion affect the safety of our future?	What is our responsibility in supporting other countries?	British Values - How are they enforced in the UK?
Topic and learning focus	Rights and Responsibilities/Careers <ol style="list-style-type: none"> Instagram & TikTok Generation Targeted Advertising and Your Data What is Marriage? Rights and Responsibilities Consumer Rights Employment Rights Exploring a Paycheck 	Mental Health and Wellbeing <ol style="list-style-type: none"> Child Sexual Abuse Screen Time Mental Health Issues Self-Harm Suicidal (Thought and Feelings) Promoting Emotional Wellbeing 	Exploring Relationships and Sex Education <ol style="list-style-type: none"> Pleasure and Delaying Sexual Activity Campaigning Against FGM Sexting, Nudes and Dick Pics Online Pornography (Myths vs Reality) Porn and its Impact on Society Unhealthy Relationships & Sexual Assault 	Violence, Crime and Seeking safety <ol style="list-style-type: none"> Honour Based Violence Forced Marriages and Breast Ironing Online Gaming & Gambling Social Media Validation Modern-Day Slavery Keeping your data safe Causes of Knife Crime 	Exploring world Issues <ol style="list-style-type: none"> International Organisations Peace, War & Conflict Human Rights During War Aid & Supporting other Countries Striking & Trade Unionism Women's Rights & Equality Fair Trade & Free Trade 	Exploring British Values <ol style="list-style-type: none"> Critical Thinking & Fake News Hate Crime in the UK British Values and Identity Mutual Respect & Tolerance Individual Liberty What are Human Rights? Democracy Explored

			7. Sexualisation of the Media			
Foundational Knowledge Prior learning needed	To understand how highly edited social media can distort our views on the real world	To understand the importance of speaking out against any form of abuse	To define the terms pleasure, masturbation and sexual activities	To define the terms honour and dishonour To understand the age-appropriate classifications of games	To describe a variety of ways the countries can help support each other	To define the different British values
Core Knowledge and skills	<p>To explore the link between body image and social media</p> <p>To explore what makes social media sites so popular/addictive</p> <p>I can describe what marriage is and what marriage is not</p> <p>Evaluate a range of views on sex before marriage</p> <p>To study the differences between civil law and criminal law</p> <p>To understand what ethical business practices are</p> <p>To understand the rights and responsibilities of consumers</p> <p>To understand different issues related to employee rights</p> <p>To explore the gender pay gap in society</p>	<p>To define the term sexual abuse and understand the law relating to it</p> <p>To evaluate what support networks are available to those suffering sexual abuse</p> <p>To explore how technology and social media can negatively impact your mental health</p> <p>To describe what mental health and mental illness is</p> <p>To explore different types of mental illnesses</p> <p>To understand that self-harm is a behaviour and not an illness</p> <p>To understand that some people who self-harm are trying to communicate that they are distressed</p> <p>To evaluate what support networks are available to help those that are self-harming</p>	<p>To explore the benefits and risks associated with masturbation</p> <p>To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities</p> <p>To understand the legal, emotional and social consequences of sending sexts</p> <p>To outline what is and is not legal in terms of pornography</p> <p>To identify the differences between what is seen in porn and what happens in real life</p> <p>To know what revenge porn is and the law surrounding it</p> <p>To explore the laws regarding rape and sexual assault</p>	<p>To explore honour-based violence and the different forms it can take</p> <p>To understand the terms; forced marriage and breast ironing</p> <p>To explore statistics related to forced marriages in the UK and other Commonwealth countries</p> <p>To explore how online gaming can lead to gambling and skin betting</p> <p>To evaluate the risks associated with online gaming and online gambling</p> <p>I can explain the role of social media influencers</p> <p>I can evaluate how social media can impact my self-esteem and mental health</p> <p>To define the term Modern Day Slavery</p> <p>To understand the importance of keeping personal data safe</p>	<p>To understand the role international organisations play in the world</p> <p>To explore a variety of people who have campaigned for peace over the years</p> <p>To understand different symbols for peace used across the world</p> <p>To evaluate why some world conflicts are difficult to solve</p> <p>To understand the different issues impacting countries across the world</p> <p>To evaluate what support networks are available to help support those in need</p> <p>To understand what a trade union is and can explain why they exist</p> <p>I can provide various reasons why people might go on strike</p> <p>To explore the changing role of women in society over the 20th century</p>	<p>To understand how to spot fake news</p> <p>To explore the damaging consequences of Fake news</p> <p>To understand the definition of a hate crime and the protected characteristics</p> <p>To know the difference between free speech and hate speech</p> <p>To understand the importance of Promoting British Values</p> <p>To know the meaning of mutual respect and tolerance</p> <p>To describe what is meant by individual liberty</p> <p>To know what individual liberty looks like in my everyday life</p> <p>To define what human rights are and be able to list several examples</p>

	<p>To understand what the common features of a payslip are</p>	<p>To be able to identify warning signs that you or a loved one are thinking about or contemplating suicide</p> <p>To understand how music can be used to help support people through difficult times</p> <p>To evaluate what support networks are available to help those in need</p> <p>To understand what wellbeing might look like in someone's life</p> <p>To understand the meaning of mental health and emotional wellbeing</p>	<p>To explore what qualities to look for in a healthy loving relationship</p>	<p>To understand the causes behind the rise in knife crime in the UK</p> <p>To explore how to prevent young people from picking up and carrying a knife</p> <p>To evaluate the real risks to those that carry knives and their families and friends</p>	<p>To define fair trade and free trade</p> <p>To understand the 10 principles of fair trade and benefits of free trade</p>	<p>To explore the origins of human rights</p> <p>I can explain what democracy is and what it is not</p> <p>I understand what democracy in UK looks like</p> <p>I know my rights in a democratic society</p>
<p>Developmental Knowledge and Skills</p>	<p>To describe the three main types of targeted advertisements and explain how they work</p> <p>To explore the role of the advertising standards agency (ASA)</p> <p>I understand the legal position of gay marriage across different countries in Europe</p> <p>To define the terms rights, responsibilities and moral duties</p>	<p>To understand the impact screen addiction is having on society</p> <p>To evaluate how technology and smartphones can both be rewarding and damaging in our lives</p> <p>To understand what you can do to help someone with their mental health</p> <p>To learn strategies to improve mine and others' emotional wellbeing</p>	<p>To understand what FGM is and to know that FGM is illegal and where you can go for help and support</p> <p>To explore the social and economic excuses used by people to encourage FGM</p> <p>To explore the reasons why some young people send sexts, nudes and dick pics</p> <p>To be able to deal effectively assertively with requests and pressure to send sexts</p>	<p>To evaluate the best way to tackle honour-based violence and promote the equality of women in society</p> <p>I understand the risks associated with social media validation and how to get rid of it</p> <p>To examine human trafficking in the UK and evaluate the government's response</p> <p>To learn about online fraud and be aware of different</p>	<p>To explore the history of the UN, NATO and the Commonwealth</p> <p>To evaluate the importance of being a member to these organisations</p> <p>To know the principles behind human rights & international humanitarian law</p> <p>Describe some examples of human rights abuses in Ukraine and how international organisations are trying to help</p>	<p>To understand why critical thinking is important</p> <p>To evaluate recent police statistics for hate related crime</p> <p>To understand where our sense of identity comes from and why it is important to have a sense of belonging</p> <p>To can explain why mutual respect and tolerance is important between different groups of people</p>

	<p>To understand the different types of rights and responsibilities that exist</p> <p>To be able to work out using calculations gross pay and net pay on a payslip</p> <p>To evaluate the importance of paying tax and NI contributions</p>		<p>To look at the impact of porn on society and relationships</p> <p>To understand how porn may negatively influence a person's behaviour in society</p> <p>To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault</p> <p>To explore the impact sexualisation of the media is having on teenagers</p> <p>To identify the links between body image and the medias influence on it</p>	<p>types of online scams and tricks</p> <p>To identify what the dark web is and why it can be dangerous</p>	<p>I know about current UK strikes</p> <p>To understand the key events that led up to women gaining equal rights with men</p>	<p>To have the ability to advocate for individual liberty for myself and those around me</p>
<p>Complex Knowledge</p>	<p>To evaluate the role targeted advertising plays in elections</p> <p>To evaluate the impact the Consumer Rights Act 2015 has had on society</p> <p>To identify a variety of employment rights and responsibilities in the UK</p>		<p>To evaluate the best way to campaign against FGM practices here in the UK and abroad</p> <p>To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem</p> <p>To evaluate whether shows like Love Island teach viewers about morals and ethics</p>	<p>To understand who the forced marriage unit (FMU) are and to evaluate their effectiveness</p> <p>To evaluate the best way to tackle modern-day slavery in the UK and abroad</p>	<p>Evaluate the protection of human rights given by institutions and organisations</p> <p>To evaluate and argue the pros and cons of both fair trade and free trade</p>	<p>To understand how multiculturalism and diversity play a big part in teaching us respect</p> <p>To evaluate how we can protect human rights in the modern world</p>

<p>Links with the National Curriculum</p>	<p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>How to assess the reliability of sources of information online: and how to make safe, reliable choices from search results. Understand how information on the internet is ranked</p>	<p>That mental health, like physical health, is part of daily life: the importance of taking care of mental health.</p> <p>Strategies and behaviours that support mental health - including how good quality sleep , physical exercise /time outdoors, being involved in community groups, doing things for others, clubs and activities , hobbies and spending time with family and friends can support mental health and wellbeing.</p>	<p>To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p> <p>To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.</p> <p>Understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.</p>	<p>To know the importance of stable positive committed relationships, including the rights and protections provided with legally recognised marriages and civil partnerships and the legal statues of other long term relationships.</p> <p>Know about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support and how to access them</p> <p>The law relating to honour based violence and forced marriage: the consequences for individuals and the wider society and ways to access support</p>	<p>Have a growing awareness of the UK’s role in international relations.</p> <p>Know the positive role International organisations have in supporting communities that are struggling</p> <p>An awareness of the role of charities have in providing AID to other countries</p> <p>Understand that peace and conflict can be influenced by global economies.</p>	<p>Understand the importance of human rights.</p> <p>Understand about the issues that affect discussion of Britishness in society</p> <p>Understand that being a citizen of the UK we are affected by prejudice, the need to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced</p>
<p>Literacy (including reading)</p>	<p>Key vocabulary and definitions given:</p> <p>Filtered, Body Image, Self-Esteem, Vloggers, Streaming, Childline, Selfie</p> <p>Contextual, Geotargeted, Retargeted , Targeted , Advertisements, Pop-Ups, ASA</p> <p>Marriage, Divorce, Companionship, Commitment, Co-habitation, Civil Partnership, Prenuptial Agreement</p>	<p>Key vocabulary and definitions given:</p> <p>Sexual Abuse, Physical Abuse, Emotional Abuse, Neglect, Childline, NSPCC</p> <p>Technology, Addiction, Mental Health, Blue Light, FOMO, Echo Chambers, Filter Bubbles</p> <p>Spectrum, Stigma, Tolerance, Anxiety, Depression, Schizophrenia, Trauma, Mental Health Discrimination Act</p> <p>Self-Harm, Self-Poisoning, Self-Injury, Sensitivity,</p>	<p>Key vocabulary and definitions given:</p> <p>Masturbation, Pleasure, Sensation, Orgasm, Private, Addiction</p> <p>Female Genital Mutilation</p> <p>Illegality, Circumcise, PTSD</p> <p>Infertility, Preventable</p> <p>Sexting, Sexts, Nudes, Dick Pics, Peer Pressure, Consent, Revenge Porn, Take Down</p> <p>Policy</p> <p>Revenge Porn, Extreme Porn, Child Pornography, Illegal, Sexual Excitement, Stimulation</p>	<p>Key vocabulary and definitions given:</p> <p>Honour, Respect, Dignity, Equality, Dishonour, HBV, Domestic Abuse, Shari’ah Law</p> <p>Forced Marriage, Breast Ironing, FMPO (Forced Marriage Protection Order)</p> <p>Forced Marriage Unit (FMU)</p> <p>PEGI, Age-Appropriate Content, Gambling, In-App Purchases, Skin Betting, Loot Boxes</p> <p>Validation, Perfectionism, Addiction, Mental Health,</p>	<p>Key vocabulary and definitions given:</p> <p>Sanctions, Democracy, UN, NATO, EU, WTO, Commonwealth, International Humanitarian Law</p> <p>Global Advocate, International Day of Peace, Syrian Civil War</p> <p>Civil Unrest, Oppression, Corruption, Non-Violent Resistance, Civil Liberties, Prisoners of Conscience</p> <p>NGO,, Globalisation, Debt Relief, Free Trade, Fair Trade, MEDC, LEDC</p>	<p>Key vocabulary and definitions given:</p> <p>Fake News, Critical Thinking, Misinformation, Disinformation, Propaganda, Press Freedom</p> <p>Hate Crime, Free Speech, Hate Speech, Prejudice, Xenophobia, Biphobia</p> <p>Tolerance, Values, Multicultural Society, Social Development, Culture, Sovereignty</p> <p>Mutual Respect, Tolerance, Diversity, Multiculturalism, Stereotyping, Heritage</p>

	Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal Sustainability, Ethical, Integrity Consumer Rights Act, C.A.B, Office of Fair Trading Employers, Employment Tribunal, Equality Act 2010, Equal Opportunities, Trade Union, Unfair Dismissal BACS, Deductions, Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, Tax Code, PAYE	Samaritans, Coping Strategies Self-Harm, Suicide, Suicidal Thoughts, Tragedy, Distress, Illness, Symptoms, Isolation, Depression Emotional Wellbeing, Cognitive Behavioural Therapy, Healthy Boundaries, Responsibility	Pornography, Negative Influence, Revenge Porn, Intercourse, Indecent Images Sexual Assault, Rape, Stealthing, Unlawful Intercourse, Non-consensual Penetration Social Media Influencers, Sexualisation, Expectations, Mental Health, Body Image	Influences, YouTubers, FOMO Slavery, Human Trafficking, Exploitation, Abduction, Illegal Immigration, Criminal Gangs Phishing, Fraud, Ransomware, Spam, Scams, Pop-Ups, ID Theft, Dark Web, Open Web Socioeconomic, Gang Culture, UK Drill Music, Glamorisation, Alienation	Trade Unionism, Negotiating, Employee Rights, Industrial Action, Regulations Equality, Suffrage, Suffragettes, Representation Act, Gender Pay Gap Fair Trade, Free Trade, Ethical Production, World Trade Organisation	Individual Liberty, Advocate, Protection, Dignity, Principles, Individuality Treaty, Declaration, Convention, Universal Declaration of Human Rights, Human Rights Act 1998 Totalitarianism, Anarchy, Oligarchy, Dictatorship, Constitutional Monarchy, Judiciary
Cultural Capital	Develop an understanding of what's real and what is fake. Understand the opportunities that are available to them when they are successful at school.	Students will learn that as a British Citizen it is important to understand the implication of poor mental health on our NHS. Should all schools have a Mental Health team? What impact has Covid had?	Be aware of the effects and consequences of coercive behaviour in society. Develop an awareness of how and when to report sexual harassment and violence.	Understand that modern slavery happens in the UK. Be aware of the long term effects of online gambling and how individuals can be supported with addiction.	Develop an understanding that war and conflict can impact on our physical and mental health. Be aware of what is happening in the news surrounding war and conflict.	Develop an appreciation of what makes us British? Understand our basic human rights and how we can challenge these in difficult situations.
Social, Moral, Spiritual and Cultural Development	Students will embrace social media in a positive and productive way whilst accepting that not all users will do the same.	Students explore the impact of social media on our health and wellbeing. Do we really need it in our lives?	Students will be able to empathise how coercive behaviour could make them feel.	Students will be able to recognise the signs of modern slavery and know how to report it. Students will be able to identify what 'gambling' might look like in society. This may include electronic gaming machines, scratch cards, instant lotteries, horse betting, poker or other card games.	Students will be able to empathise with how communities cope in war and conflict. Students will explore how poverty can be a result of such atrocities.	Students will be able to celebrate their British culture while embracing the fact that the UK is now a multicultural society.

Fundamental British Values	Understand the law in relation to hate crime, modern slavery, extreme pornography, sexting, revenge porn, harassment, cyber stalking and the sale of illegal goods.	Understand the term life cycle. What does it mean and what happens when someone chooses to take their own life. Understand that British society faces difficult decisions that relate to how to support those with mental health needs.	Understand the law in relation to sexual harassment and violence and the preventative measures which can be put in place.	Understand the laws around modern slavery and honour based violence. Understand the laws around gambling and the age restrictions. Know that individuals have the freedom to partake in gambling as part of a normal adult leisure activity.	Understand what NATO is and its role in conflict. Be respectful of individual liberty and consider how this may be resolved amicably.	Understand the law in relation to consumer and employment rights.
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Key Stage 4 Curriculum Journey:					
THE YEAR 11 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.					
THE YEAR 11 CURRICULUM JOURNEY					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5
The Big Question	How do I thrive in Year 11 and achieve my goals?	How do I keep myself healthy and notice signs that something might be wrong?	How do I stay fit and well in adulthood and become the best parent?	How do I have fun and stay safe online and when celebrating with friends?	
Topic and learning focus	Your future and beyond 1. Screen Addiction and Studying 2. Post 16 Options 3. Exam Stress and Anxiety 4. Social Media vs Real Life 5. CV Writing 6. Writing a Personal Statement	Adult Health & Looking after yourself 1. Organ and Blood Donation 2. Teenage Pregnancy Choices 3. Abortion Law, Morals and Ethics 4. Parenthood for Teenagers 5. Testicular and 6. Prostate Cancer 6. Breast Cancer, Cervical Cancer and Screening 7. Love & Abuse	Sexual Health 1. Peer-on-Peer Abuse 2. Fertility and What impacts it 3. Alcohol, Parties & Bad Choices 4. Importance of Sexual Health 5. Revisiting STIs 6. Revisiting Contraception 7. Respect, Love and Relationships	Staying Safe 1. Virtual Reality and Live Streaming 2. Online Reputation and Digital Footprints 3. Group Chats & Anti-Bullying 4. Cosmetic & Aesthetic Procedures 5. New Psychoactive Substances 6. Festivals and Nitrous Oxide	

				7. Substance Addiction	
Foundational Knowledge Prior learning needed	<p>Explore how technology and social media can negatively impact on your mental health</p> <p>To describe the differences between real life and social media life</p>	<p>To understand various types of organ donation</p> <p>To understand the impact of an unplanned pregnancy</p>	<p>To evaluate what support networks are available to help support those in need</p> <p>To describe the risks associated with house parties and alcohol</p>	<p>To define the term augmented reality, virtual reality and live streaming</p>	
Core Knowledge and skills	<p>To evaluate how technology and smart phones can be both rewarding and damaging in our lives</p> <p>To understand the options available to me at the end of Year 11</p> <p>To consider how I can make the best choice for me</p> <p>To understand how to manage stress and relaxation</p> <p>To understand the purpose of a CV</p> <p>To understand how to create a clear and concise CV</p> <p>To understand what a personal statement is</p>	<p>To know the law surrounding organ donation</p> <p>To know what to do if you think you or a friend is pregnant</p> <p>To understand the options available for unplanned pregnancies</p> <p>Examine what is meant by abortion and the law regarding abortion.</p> <p>Consider different reasons why women have abortions.</p> <p>To understand the challenges that raising a child presents for a couple</p> <p>To understand the many ways people can become parents</p> <p>I know the risk factors and common symptoms of testicular cancer</p>	<p>To define the phrase 'peer on peer abuse' and understand what constitutes abuse</p> <p>To explore circumstances when peer pressure becomes peer abuse</p> <p>To define and describe the human fertilisation process at a cellular level</p> <p>To understand the various ways women can become pregnant including IVF treatment</p> <p>To explore alcohol abuse, drink spiking and the associated risks</p> <p>To increase awareness of the importance of a young person's sexual health</p> <p>To understand what emergency contraception is available and when it is appropriate to use it</p>	<p>To explore the benefits and risks associated with virtual reality</p> <p>To explore the consequences associated with live streaming on the internet</p> <p>To identify other terms surrounding cyberbullying</p> <p>To analyse the effects of bullying in group chats</p> <p>To explain how and where someone can ask for help if they are being bullied</p> <p>To understand the differences between aesthetic and cosmetic procedures</p> <p>To explore the negative and positive effects of undertaking these procedures</p> <p>To define the term New Psychoactive Substances and give examples</p>	

		<p>I understand how to perform a testicular self-examination</p> <p>I understand how difficult prostate cancer can be to detect</p> <p>I know the risk factors and common symptoms of breast and cervical cancer</p> <p>I understand how to perform a breast self-examination</p> <p>I understand the importance of a smear test and cervical screening</p> <p>To describe a positive and healthy relationship</p> <p>To understand the different types of abuse that exist</p> <p>To identify where to go for help and support with abusive relationships</p>	<p>To understand the way STIs spread and the groups at higher risk</p> <p>To revisit how a variety of different forms of contraception work</p> <p>To explore which forms of contraception protect against pregnancy, STIs or both</p> <p>To understand the importance of respecting others, especially those we are in a relationship with</p> <p>To be able to describe what love is and what love is not</p>	<p>To explore why NPS drugs are so dangerous to society</p> <p>To understand how to protect yourself from peer pressure to experiment with NPS drugs</p> <p>To understand how to stay safe at a festival or a party</p> <p>To define the term substance addiction and understand the way drugs affect users</p> <p>To evaluate what support networks are available to help support those in need</p>	
<p>Developmental Knowledge and Skills</p>	<p>To understand the application process for post 16 options</p> <p>To understand the science behind fight, fright and freeze responses to stress</p> <p>To recognise that stress is only beneficial in the short term and that long term it can affect you physically and emotionally</p> <p>To identify coping strategies for social media wellness and improving self-esteem</p>	<p>To evaluate the impact organ and blood donation can have on the recipient and others</p> <p>To evaluate the impact parenthood has on teenagers</p>	<p>To explore what makes women and men fertile and understand ways to improve fertility</p> <p>To evaluate what and who impacts our decisions about our own health and the choices we make</p> <p>To explore various consequences of neglecting sexual health</p> <p>To increase awareness of the process of a young person's</p>	<p>To define the terms digital footprints and online reputation</p> <p>To understand how to complete an online audit of yourself and know why it is important</p> <p>To understand why and how to build an online personal brand</p> <p>To understand the risks associated with parties and</p>	

	<p>To have some ideas I could use to help make my CV stand out</p> <p>To explore when a personal statement may be needed</p>		<p>sexual health consultation at a clinic</p> <p>To further understand the advantages and disadvantages of different contraceptive methods</p> <p>To evaluate what support is available for someone in an abusive relationship</p>	<p>festivals and experimenting with drugs</p> <p>To understand the different levels of drug use and realise the consequences of drug use on wider society</p>	
Complex Knowledge	<p>To explore the impact social media influencers have on society</p> <p>To be confident in writing a personal statement that reflects your abilities and ambitions</p>	<p>To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland</p>	<p>To understand the differences between viral, bacterial, fungal and parasitic STIs</p>	<p>To evaluate what influences people to feel the need to change their appearance for themselves or society</p> <p>To evaluate whether drug testing tents will reduce drug-related deaths at festivals</p>	
Links with the National Curriculum					
Literacy (including reading)	<p>Key Vocabulary and Definitions Given:</p> <p>Addiction, Dependence, Blue Light, Echo Chambers, Filter Bubbles A Level, T Level, Btec, Apprenticeship Relaxation, Stress, Cortisol, Hormones, Meditation, Yoga, Para-sympathetic Online Identity, Body Confidence, Addiction, Influencer, Perfectionism, Validation Curriculum Vitae, Qualifications, Interests, Hobbies, Referees, Work Experience</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Organ Donation, Donor, Transplant, 'Opt Out' System, Transfusions Abortion, Pregnancy Test, Adoption, Morning Sickness, Fatigue, Nausea Conception, abortion, Conceive, Contraception, Moral, Rights, Pro-life, Pro-choice Parenthood, Abortion, Adoption, Surrogacy, Artificial Insemination, Support Network Prostate Cancer, Testicular Cancer, Self-Examination, Tumours, Abnormal Growth Breast Cancer, Self-Examination, Tumours,</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Peer Abuse, Domestic Violence, Honour, Equality, Respect, CSE IVF, Gut Flora, Fertility, Fertilisation, Artificial Insemination, Surrogate, Trimester, Embryo Anti-Social Behaviour, Binge Drinking, Drink Spiking, Date Rape, Sedatives, Tranquilisers Sexual Health, STI, Reproductive Health, Sexual Rights, Chlamydia, Emergency Contraception Sexual Health Clinic, Promiscuous, Gonorrhoea, Syphilis, Chlamydia, Chancroid, Candidiasis</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Live Streaming, Augmented Reality, Virtual Reality, Immersive Technology, Online Etiquette, Audience Engagement Online Reputation, Digital Footprint, Cookies, Cached Data, Personal Branding Cyberstalking, Denigration, Exclusion, Exposure, Social Rejection, Perpetrator, Mob Mentality Aesthetic, Botox, Fillers, Cosmetic Procedures, Breast Augmentation, Breast Reduction Synthetic Cannabinoids, NPS, Legal Highs, Designer Drugs,</p>	

	Personal Statement, CV, Successes, Qualities, University, Achievements, Applications	Cervical, Smear Test, Screening, HPV Domestic Abuse, Domestic Violence, Manipulation, Scapegoating, Negativism	IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush, Douche Infatuation, Longing, Desire, Affection, Attraction, Authenticity, Tenderness	Hallucinogenic, Stimulants, Depressants Glastonbury, Laughing Gas, Euphoria, Nausea, Disassociation, Nitrous Oxide, Drug Tents Experimental, Recreational, Dependent, Nicotine, Opioids, Inhalants, Rehabilitation	
Cultural Capital	Understand the qualities and skills needed to pursue your chosen career. Understand the impact of work experience opportunities and charity work.	Understand the alternative therapies and medicines that can be used to cure disease.	Understand the resources and services available through the NHS	Understand that culture plays a central role in drug use. Understand the link between risky behaviours and consequences.	
Social, Moral, Spiritual and Cultural Development	Students will appreciate how to apply for jobs/ course post 16 and be successful in securing these positions.	Students will explore the facts and common misconceptions surrounding organ donation. Students will explore the theory of 'life after death'.	Students will appreciate the importance of checking for lumps and bumps. Students will gain knowledge of the implications relating to childbirth and menopause which will support them in their adult life.	Students will appreciate that they may be offered drugs and the impact of peer pressure. Students will gain knowledge on how to respond in a medical emergency.	
Fundamental British Values	Understand the importance of job security. Understand how to act and express yourself in a workplace setting.	Understand the importance of Organ donation and that it is an individual's responsibility to opt in or out.	Understand the role of the NHS and the variety of services that are available to us as British Citizens.	Understand the link between drug/ alcohol use and the cost to society.	

Key Stage 5 Curriculum Journey:

THE YEAR 12 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
The 'Big' Question	How can my skills and qualities lead me down the right path after 6th form?	How do I ensure I, and those around me, are physically and mentally healthy?	How do I ensure that my relationships with other people are safe and mutually respectful?	How do I ensure that I am able to keep myself and others safe?	How do I ensure I know when something is not safe and how to put it right?	How do I ensure I am safe online and know what could be misleading or dangerous?
Topic and learning focus	Work, Carers & Pathway Choices <ol style="list-style-type: none"> Preparation for the Workforce Being Ambitious with my Life Goals Alternatives to University Knowing my Strengths and Qualities Producing a compelling CV 	Healthy Lifestyles and Mental Health <ol style="list-style-type: none"> Cancer and getting checked Vaccines and immunisation Recognising illnesses A Healthy Diet on a budget Balancing work and life Supporting others 	Relationship Values & Consent <ol style="list-style-type: none"> Types of relationships Relationship values Prejudice and discrimination Consent, Sexual Norms and Expectations Consent around the world Police investigations of Sexual Assaults 	Risk, Personal Safety and Drugs <ol style="list-style-type: none"> Getting Home Safely Going Abroad and Safety Importance of Basic First Aid The Police, organised crime and gangs Alcohol and being assertive Drugs, alcohol and work 	Bullying, Abuse and Discrimination <ol style="list-style-type: none"> Gaslighting + Emotional Abuse Coercion and controlling Behaviour Sharia Law & Honour Based Violence Harassment & Stalking De-Escalating aggressive situations Child-on-child abuse 	Media Literacy & Digital Resilience <ol style="list-style-type: none"> Managing Online Safety and Privacy Online Reputation Importance of Networking & LinkedIn Media Literacy & Digital Resilience Critical Media Literacy Skills

	6. Answering job interview questions 7. Careers in a Global Economy	7. Anxiety, Depression, Eating Disorders 8. Maintaining Positive Mental Health	7. Violence against Women	7. Decisions, drink spiking and drink drivers	7. Culture and Diversity	6. Photoshop, Airbrushing and Fake News 7. Extremism and Radicalisation
Foundational Knowledge Prior learning needed	To identify the people in school that support my preparation To consider why we take part in different events and inputs To understanding the benefits of being ambitious	To understand the definitions of different types of cancer To understand how to keep myself healthy	To understand different relationship types	To understand why we need to consider getting home safely	To understand what emotional abuse is To understand the diversity in the UK	To understand the dangers associated with social media and online gaming To understand online safety
Core Knowledge and skills	To be able to understand how skills translate from school to the workplace To know how to set ambitious life and career goals To understand the alternative routes to university. To consider which option may be best for me. To compare the options available and consider my next steps. To understand the purpose of a CV	To understand the early warning signs of Cancer and the importance of getting checked I understand how to perform a testicular / breast self-examination To know how immunity to disease and infection can be acquired To understand the symptoms that indicate medical emergencies To identify what an unhealthy diet might consist of	To evaluate the positives and negatives of different types of relationships To understand what relationship values are To explore my own relationship values and needs To describe different types of discrimination and explain what discrimination looks like. To understand that everyone's preferences are different. To evaluate sexual behaviours as safe/unsafe.	To understand potential dangers and how to recognise them To understand what problems you may encounter when travelling To understand the importance of researching a county you plan to travel to To understand the vital importance of first aid as a lifesaving skill To know how to perform basic first aid, including CPR To understand how gangs operate and the definition of joint enterprise.	To be able to identify and evaluate emotionally abusive comments / behaviour To know where to get support and advice and how to support others To be able to identify relationship red flags To know what to do if you or a friend is in a coercive/controlling relationship To understand what sexual harassment is To consider the effects of harassment on everyone in society	To know how to keep myself and others safe online To evaluate when I might be at risk online and what I can do about it To understand the importance of a reputation To consider why it is good to have a large network To think about how we can use our networks in our future careers To know when & how to challenge online behaviour

	<p>To understand how to create a clear and concise CV</p> <p>To know common interview questions.</p> <p>To understand how to structure my answers</p> <p>To know ways to keep calm and focus in a job interview</p>	<p>To know how to plan healthy meals</p> <p>To recognise the role that you play in your family and community and consider how this might shape your career</p> <p>To describe situations and events that can impact a person's mental health</p> <p>To understand how mental health impacts our feelings and behaviours</p> <p>To define anxiety, depression and eating disorders and understand how might they manifest</p> <p>To describe what mental health and mental illness is</p> <p>To recognise signs of when mental health may be deteriorating in me and those around me</p>	<p>To consider individual preferences & practice negotiation skills.</p> <p>To know the legal definition of consent and the law surrounding it.</p> <p>To understand the purpose and the importance of consent.</p> <p>To understand the consequences if consent laws are not followed.</p> <p>To identify the different types of sexual violence</p> <p>To describe the process of reporting the sexual crime</p> <p>To know how to identify potential warning signs of violence against women</p> <p>To explain how a woman can find help and support</p>	<p>To know how to respond appropriately in emergency situations.</p> <p>To understand why people use drugs and alcohol.</p> <p>To be able to list the ways in which it can affect our lives. To consider the effects this may have on others around us.</p> <p>To understand how alcohol and drugs can impair decision making</p>	<p>To understand the definition of child-on-child sexual abuse</p> <p>To know where to seek help & support and understand the barriers to reporting abuse and/or seeking help</p> <p>To consider how we manage social situations</p> <p>To be able to evaluate the benefits of living in a diverse country</p>	<p>To understand what influence social media can have</p> <p>To consider how to be critical of what you see online</p> <p>To evaluate the impact social media can have on mental health & wellbeing</p> <p>To understand how to spot fake news</p> <p>To define the terms extremism, terrorism, acid attacks and radicalisation</p> <p>I know what radicalisation is and why it is harmful</p>
<p>Developmental Knowledge and Skills</p>	<p>To understand what SMART targets are</p> <p>To be to identify different soft and hard skills</p> <p>To evaluate and understand how to</p>	<p>To describe the difference between communicable and non-communicable diseases</p> <p>To evaluate the impact on society when there is a pandemic virus with no vaccination available</p>	<p>To evaluate your own ideas about relationships and be able to communicate your needs and wants</p> <p>To understand what can happen when your partner's values don't align with yours</p>	<p>To know what decisions we need to make about getting home and how those decisions could affect our safety</p> <p>To evaluate how to keep yourself and others safe when travelling abroad</p>	<p>To understand that coercive control is abusive</p> <p>Analyse the legal position of sharia Law in the UK</p> <p>To define the terms 'honour' and 'dishonour'</p>	<p>To explore the damaging consequences my digital footprint could have on my reputation</p> <p>To understand what media literacy is, particularly critical media literacy</p>

	<p>improve my own skills and qualities</p> <p>To understand how to tailor a personal statement to the situation it is needed it for</p> <p>To recognise career possibilities in a global economy.</p> <p>To consider what else will affect your career possibilities.</p>	<p>To evaluate the importance of registering with a G.P. / university health service</p> <p>To evaluate how fast food can impact a healthy diet on a budget</p> <p>To consider how you want to move through different life stages and manage different life roles</p> <p>To empathise with those who are struggling with mental health and understand how to support them</p> <p>To be able to identify various signs and symptoms</p> <p>To assess how these issues might link and what help is available</p> <p>To evaluate the importance of self care and understand the range of support available</p>	<p>identify different types of prejudice</p> <p>To evaluate how prejudice & discrimination can impact people's lives and communities.</p> <p>To analyse how victims can be supported</p> <p>To understand the different ways in which women can be affected by violence</p>	<p>To understand the vital importance of using of defibrillators in an emergency situation</p> <p>To know the difference between passive, assertive and aggressive</p> <p>To recognise assertive behaviour in dealing with peer pressure to drink</p> <p>To demonstrate strategies you could use to manage risk and explain why they are useful</p> <p>To understand the long-term reputational effect of heavy drinking</p> <p>To evaluate the importance of good decision-making in keeping myself and others safe</p>	<p>To explore honour-based violence and the different forms it can take.</p> <p>To practise challenging harassment and consider the role of bystanders in this</p> <p>To evaluate potentially abusive behaviours and responses from those in authority</p> <p>To know when we use de-escalation</p> <p>To know how to use de-escalation techniques</p> <p>To understand the need to promote inclusion and integration</p>	<p>To explore the damaging consequences of fake news</p> <p>I understand what the signs of radicalisation look like and can help prevent myself and others from it</p>
<p>Complex Knowledge</p>	<p>To examine what success means to people</p> <p>To discuss the implications of the global market for your future.</p>	<p>To reflect on the different ways in which people balance their work and life</p>		<p>To evaluate the performance of the UK police force in recent years.</p>		<p>To understand why critical thinking is important</p> <p>To understand what networking is, both online and offline</p>

Links with the National Curriculum	Gatsby Benchmarks Careers Employment	Statutory Health PSHE Wellbeing	Statutory Health PSHE RSE	Statutory Health Drugs Education	Statutory Health PSHE RSE Citizenship	Citizenship British Values
Literacy (including reading)	<p>Key Vocabulary and Definitions Given:</p> <p>Resilience, Accountability, Transferable Skills Qualifications, Interests Ambition, SMART, Targets, Aspiration, Motivation, Success, Desire Defer, Employment, Gap Year, Self-Employment, Opportunities Success, Soft Skills, Strengths, Qualities, Interview, Determination, Resilience, Hard Skills Curriculum Vitae, Qualifications, Interests, Hobbies, Referees, Work Experience STAR, Situational, Behavioural, Competency, S.T.O.P Hidden Job Market, Career Possibilities, Global Economy</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Cancer, Cervix, Prostate Testicular, Breast , Self-Examination, Tumours, Abnormal Growth Immunity, Communicable, Virus, Non-communicable, Vaccination, Anti-Vaxxers, Disease Meningitis, Mumps, Freshers Flu, GP, Sepsis, Photosensitivity Proteins, Carbohydrates, Fibre, Vitamins and Minerals Fats, Cost, Budget Work-Life Balance, Community, Adolescence Mental Illness, Chronic Stress, Anxiety Disorder, Social Anxiety Disorder, Depression Anxiety Depression Eating disorders Anorexia Bulimia Binge eating Spectrum, Stigma, Tolerance, Mental Wellbeing, Emotional Literacy, Mental Illness, Stress</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Monogamy, Non-Monogamy, Consent, Fidelity Boundaries, Relationship, Values, Trust, Empathy, Communication, Intimacy, Consent Prejudice, Direct Discrimination, Harassment, Victimization, Indirect Discrimination, Stereotype Boundaries, Relationship, Safer/Unsafe, Sexual Health, Negotiation, Consent Consent, Boundaries, Red Flag, Unrestricted, Authority Sexual Assault, Penetration, Consent, Harassment, Perpetrator, Sexual Abuse, Rape Harassment, Coercion, Gender-Based, Arbitrary Deprivation</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Provisional Licence, Probationary, Third-Party Insurance ABTA, Passport, Visas Insurance, Safety, Local Law, Social Attitudes, Embassy, Comprehensive, Travel Insurance Defibrillator, CPR, Choking, Recovery Position, Seizure, Harmful Substance, Paramedic, Asthma Criminal Behaviour, County Lines, Morals, OCG Unconscious Bias, Critical Thinking Alcohol, Risks, Evaluation, Passive, Aggressive, Assertive Criminal Behaviour, Addiction, Recreational Drugs, Prescription Drugs Intoxicated, Hangover, Considered, Decision, Units, Spiking</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Abuse, Gaslighting, Intimidation, Minimising, Equal Opportunities Coercive Control, Red flags, Persuasion, Intimidation, Manipulation Sharia, Ritual, Honour, Respect, Dignity, Equality, Dishonour Harassment, Power, Sexuality, Gender, Stalking, Equality Peer, Abuse, Harassment, Rape Culture, Stalking, Unsolicited, Non-Consensual De-escalation, Impulsive Aggression, Empathy, Instrumental Aggression Diversity; inclusion; prejudice; multicultural; Culture, Co-exist, immigration</p>	<p>Key Vocabulary and Definitions Given:</p> <p>Sexting, Cyberbullying, Emotional Abuse, Grooming, Sexual Abuse, Child Sexual Exploitation Misinformation, Reputation Digital Footprint, Online Reputation Network, LinkedIn, Communication, Teamwork, Opportunities Preventative Measure, Digital Resilience, Media Literacy Social Media, Self-Esteem Extremism, FOMO, Harassment Fake News, Critical Thinking, Misinformation, Media Literacy, Source, Critical Literacy Extremism, Terrorism, Counter Narrative, Radicalisation, Extreme Far Right, Acid Attack</p>
Cultural Capital	<p>Understand the qualities and skills needed to pursue your chosen career.</p>	<p>Understand the resources and services available through the NHS Understand the importance of a healthy</p>	<p>Be aware of the effects and consequences of coercive behaviour in society. Develop an awareness of how and when to report</p>	<p>Understand that culture plays a central role in drug use.</p>	<p>Students will understand that culture and background play a part in certain types of abuse and how to be vigilant for this.</p>	<p>Students will gain an appreciation of the potential dangers of their online lives and how to ensure they stay safe and respectable for the future.</p>

	Understand the impact of work experience opportunities and charity work.	work life balance, healthy diet and maintain positive mental health.	sexual harassment and violence.	Understand the link between risky behaviours and consequences. Understand the importance of being familiar with a foreign country's customs and traditions when visiting.	Students will appreciate that children can abuse other children and how to be vigilant for this.	
Social, Moral, Spiritual and Cultural Development	Students will appreciate how to consider their life goals and choices and be successful in job interview scenarios.	Students will be signposted to a variety of agencies that can support them with their social and mental health. Students will appreciate the importance of checking for lumps and bumps.	Students will be able to empathise how coercive behaviour could make them feel. Students will be able to empathise how discrimination and prejudice could make someone feel.	Students will appreciate that they may be offered drugs and the impact of peer pressure. Students will gain knowledge on how to respond in a medical emergency. First Aid Classes.	Students will be able to recognise signs that people around them may need support and how to offer this. Students will be signposted to a variety of agencies that can support them with their social and mental health.	Be aware of the views and experiences that can lead to radicalisation and extremism and how to be vigilant for this. Students will be signposted on how to ensure their online life remains private.
Fundamental British Values	Understand the importance of job security. Understand how to act and express yourself in a workplace setting. Understand Britain's role in a global economy.	Understand the role of the NHS and the variety of services that are available to us as British Citizens. Students will be signposted to a variety of agencies that can support them with their social and mental health.	Understand the law in relation to sexual harassment and violence and the preventative measures which can be put in place.	Understand the link between drug/ alcohol use and the cost to society. Understand the law in relation to drug and alcohol related crime and the preventative measures which can be put in place.	Understand the law in relation to different types of abuse and the preventative measures which can be put in place.	Understand the law in relation to extremism and radicalisation and the preventative measures which can be put in place. Understand the law in relation to privacy and GDPR and the preventative measures which can be put in place.

