



<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>	<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>	<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>	<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>	<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>	<p><b>Numeracy:</b> understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.</p>
<p><b>Literacy:</b> Strengthen skimming and scanning skills. Spell high frequency words with accuracy and some low frequency and specialist words. Secure crafting of simple sentences and have some accurate use of compound sentences. Use a simple range of punctuation accurately.</p>	<p><b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Accurately and consistently use simple punctuation.</p>	<p><b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Develop paragraph demarcation.</p>	<p><b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Embed language techniques (GOMASSIVE) in writing for effect. Develop paragraph demarcation.</p>	<p><b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Develop paragraph demarcation.</p>	<p><b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound and complex sentences with mostly accuracy.</p>
<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>	<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>	<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>	<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>	<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>	<p><b>SLC / Oracy:</b> Class discussions about themes, context and ideas. Think, Pair, Share. Reading aloud extracts / questions.</p>
<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback.</p>	<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback,</p>	<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback,</p>	<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback,</p>	<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback,</p>	<p><b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback,</p>
<p><b>Real World Links / Careers:</b> British Values (Mutual Respect – Listening and</p>	<p><b>Real World Links / Careers:</b> British Values (Responsibility – to take accountability for own actions and accept</p>	<p><b>Real World Links / Careers:</b> British Values (Democracy – Participation to lessons and group discussions, Social –</p>	<p><b>Real World Links / Careers:</b> British Values – Respect and Tolerance (to be mutually respectful, be kind, and</p>	<p><b>Real World / Careers:</b> British Values (Responsibility – to take accountability for own actions and accept</p>	<p><b>Real World Links / Careers:</b> British Values (Mutual Respect, Tolerance,</p>

<p>accepting other people's views).  SMSC (Moral – Investigate moral and ethical issues).  Podcast Producer, Paralegal, Journalist (Sport, News).</p>	<p>consequences, Rule of Law – Respect societal laws and expectations).  SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues).</p>	<p>Develop social skills through class and pair discussions).  Library Assistant, Video Game Developer, Film Director, Public Relations Officer, Web Content Manager.</p>	<p>promote equality), promoting Individual Liberty for all.  Historian.  SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues).  Podcast Producer, Paralegal, Journalist (Sport, News).</p>	<p>consequences, Rule of Law – Respect societal laws and expectations).  SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues).  Police Detective, Inspector, Retail Marketer, Entrepreneur.</p>	<p>Individual Liberty, Responsibility).  SMSC (Social – appreciating and accepting diverse view points and respect British Values, Moral – investigate and except social and ethical issues, Spiritual – enjoying learning about self and different faiths, Cultural – Understand different cultural influences and lifestyles).  Poet, Writer, Musician, Politician, Activist.</p>
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<b>Year 8:</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Baseline Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> Strengthen previous topic knowledge on; Importance of Relationships, marriage, arranged and forced marriages, Boundaries, Online risks, Laws on online safety, laws on gay rights, gender rights, gender transitioning. Learners will also develop skills; To show tolerance and understanding of difference. To address and challenge misconceptions. To develop confidence in reporting worrying and harmful experiences. To develop ways to communicate personal challenges relating to relationships. To form and articulate viewpoints. To show an appreciation of the importance of equality and the historical efforts to attain equality. To respect confidentiality. To know who to seek support from within and outside of school.</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> The need for relationships. The purpose, Laws and attitudes relating to marriage. The difference between arranged and forced marriage. Online risks and Laws relating to online risks. Definition and features of abuse relationships. Laws and history relating to Gay Rights. The Laws, viewpoints and history of Gender Rights. The experience of those transitioning Gender, stereotypes and misconceptions relating to gender transitioning.</p>	<p><b>Topic:</b> Mental and Physical Wellbeing</p> <p><b>Aims and Objectives:</b> Students will now reflect on their Physical and Mental Health. Topics chosen build on understanding developed in Year 7 relating to Physical and Mental Health, in Year 7 students gain an insight into the role of mental and physical health and gain an awareness of changes that take place during adolescence. In Year 8, however it appropriate to explore the need of developing healthy habits relating to food, physical exercise and mental health. At this stage in the curriculum students will gain a deeper awareness of the issues relating to mental health and how they can use their increased independence and awareness to improve their happiness. Topics from this unit have been taken directly from the prescribed parts of the Statutory Guidance relating to Health Education and focus mainly on mental and physical well-being and</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> Physical and mental wellbeing</p> <p><b>Aims and Objectives:</b> The signs and symptoms of poor mental health. Strategies to improve mental health. The importance and role of physical health relating to a healthy mind. Features of anxiety and depression and where/how to seek support. The necessary parts of a balanced diet. The role and importance of sleep and strategies to improve healthy sleep routines. Basics of First Aid and CPR.</p>	<p><b>Learner Survey</b></p> <p><b>Topic:</b> Citizenship</p> <p><b>Aims and Objectives:</b> Students have at this point covered essential topics relating RSE and Health Education, within Trinity Academy Newcastle. In PHSE lessons students will cover Citizenship content as directed by the National Curriculum. All topics within the Citizenship National Curriculum are covered throughout KS3 and KS4 and have been chosen at points most suitable to age and understanding. Within this unit, students develop their understanding on the deeper and wider issues within society, this unit also links well with the relationships unit studied at the start of the year. Students will gain and understanding and awareness of important British Values and reflect on the global issues.</p>	<p><b>Phonics Assessment</b></p> <p><b>Topic:</b> Citizenship</p> <p><b>Aims and Objectives:</b> British Values. Difference and importance of National and Cultural Identity. The role of the House of Commons and House of Lords. The role of MPs. Laws relating to racism and discrimination. The impact and need to raise awareness of racism in Britain today. Environmental challenges. Animal Rights Human Rights Children's Rights.</p>



Year 9:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Baseline Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> This topic builds on knowledge gained in relations to RSE that has been taught in Year 7 and 8 in RSE, students have explored boundaries and the features of healthy relationships and began to explore the negative attitudes towards different types of relationships. Students will now begin to look deeper at discrimination linked to protected characteristics and in line with their increased maturity and exposure to relationships will be introduced to information on reproduction and sexual health. These topics are then explored in more detail at Key Stage 4. This area of study mainly focusses on RSE and covers areas from the statutory topics of Families, Respectful relationships including friendships, Online and media, Being safe, Intimate sexual relationships including sexual health. All prescribed topics from the statutory guidance are</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> Misconceptions and changing attitudes towards gender. Misconceptions and harmful effects of racism. Challenged religious people face in society and the misconceptions of people of faith. The challenges faced by people with disabilities. The Laws and consequences in society relating to prejudice and discrimination. The effects of bullying and ways to challenge bullying. The responsibilities and Laws online. Risks posed online. The scientific facts of reproduction. Different forms of contraception and their effectiveness. Different types of risky behaviours within relationships. The characteristics of abuse and how to report abuse.</p>	<p><b>Topic:</b> Mental and physical wellbeing</p> <p><b>Aims and Objectives:</b> Students will now reflect on their Physical and Mental Health. Students have covered in PSHE so far, the foundations and essential knowledge on mental and physical health, therefore topics within this unit refresh their knowledge and understanding and revisit ways to improve physical and mental health. As part of Statutory Guidance students will now explore scientific aspects of mental and physical health, relating to vaccinations, donations, viruses and bacteria, within these lessons it is essential that misconceptions are addressed and respond to the information online and in the media so students have access to accurate information. Link below to explore the links made in the National Curriculum to the curriculum frameworks.</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> Mental and physical wellbeing</p> <p><b>Aims and Objectives:</b> The signs and symptoms of various mental health conditions. Aspects of healthy lifestyles and the impact it has on mental health. Knowledge of various mental health services for young people. Scientific facts on the spread of diseases, bacteria and viruses. The importance of blood and organ donation, how it works, different perspectives and attitudes on this. How immunizations and vaccinations work, awareness of the immunisations offered in the UK. Learners will also develop skills; To show empathy and tolerance towards others. To develop confidence in expressing feelings and emotions. To manage emotions more effectively. To engage in healthy debate. To listen to the perspectives of others.</p>	<p><b>Learner Survey</b></p> <p><b>Topic:</b> Citizenship</p> <p><b>Aims and Objectives:</b> How voting is organized within the UK. Different elections that take place in the UK. How different courts work. The role of the police within society. The formation of the justice system and how it functions today. function and purpose of money. The definition of risk in financial terms and examples of risk. Key components of budgeting. . Learners will also develop skills; To form reasoned judgements. To reflect on democracy within society. To articulate opinions relating to politics. To gain confidence in using specialist political terminology. To appreciate the importance of Law. To identify consequences of actions.</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> Citizenship</p> <p><b>Aims and Objectives:</b> Prejudice and misconception surrounding gender. Distinction between sex and gender. Hurtful actions towards non-binary, gender fluid and people who are transitioning. Features of sexual harassment. Identifying sexual harassment and how to report it. Managing, creating and responding to boundaries. The different types of hurtful language. The unrealistic portrayal of relationships and sex online and specifically relating to pornography. Definition of consent, how to respect consent, communicate and recognize consent</p>

<p>covered across the five year PSHE learning cycle at age appropriate points.</p> <p>Learners will also develop skills;</p> <p>To show tolerance and understanding of difference. To address and challenge misconceptions. To discuss and share ideas whilst listening to the views of others. To provide reasoned judgements To recognize the risk and consequences of dangerous online behaviour. To talk openly and maturely about sex and sexual health. To form sensible and informed judgements on relationships and sexual health To confidently express worries and concerns. To respect confidentiality.</p>		<p>Learners will also develop skills;</p> <p>To show empathy and tolerance towards others. To develop confidence in expressing feelings and emotions. To manage emotions more effectively. To engage in healthy debate. To listen to the perspectives of others.</p>		<p>To use mathematical skills to budget effectively. To analyse the function of money and make judgements on how money is used and distributed in society.</p>	
<p><b>Reading:</b> Read a range of extracts on each topic, case studies</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Reading a range of extracts on each topic, case studies Read peer responses to assess</p>
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<p>frequency and specialist words. Secure crafting of simple sentences and have some accurate use of compound sentences. Use a simple range of punctuation accurately.</p>	<p>Spell vocabulary with some accuracy. Accurately and consistently use simple punctuation.</p>	<p>Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Develop paragraph demarcation.</p>	<p>Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Embed language techniques (GOMASSIVE) in writing for effect. Develop paragraph demarcation.</p>	<p>Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences. Develop paragraph demarcation.</p>	<p>Spell vocabulary with some accuracy. Use compound and complex sentences with mostly accuracy.</p>
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<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data and the interpretation of graphs,</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data and the</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data and the interpretation of graphs, charts and tables,</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Use mathematical symbols and notation, construct and interpret graphs and charts.</li> <li>• Use standard measures (metric and imperial) to find length, mass, time, force, temperature area or capacity.</li> <li>• Use timelines and interpret negative numbers.</li> <li>• Consider infinity and the meaning of this conceptually</li> <li>• Reflect on logic and the process of constructing a sound argument</li> <li>• Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data and the interpretation of graphs,</li> </ul>



charts and tables, helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.	interpretation of graphs, charts and tables, helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.	to the use of primary and secondary data and the interpretation of graphs, charts and tables, helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.	helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.	and the interpretation of graphs, charts and tables, helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.	charts and tables, helping pupils to make reasoned and informed decisions and to recognise biased data and misleading representations.
<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback
<b>Year 10: PSHE</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Baseline Assessment</b> <b>Topic:</b> RSE <b>Aims and Objectives:</b> This topic builds on students learning at Key Stage 3 on RSE. Within this topic students begin Key Stage 4 by recapping and recalling knowledge on healthy relationships and then continue with appropriate content to their age and experience, for example dealing with sexual pressure and improved knowledge of sexual health. This area of study mainly focusses on RSE and covers areas from the statutory topics of Families, Respectful relationships including friendships, Online and media, Being safe, Intimate sexual relationships including sexual health. All	<b>Phonics Assessment</b> <b>Topic:</b> RSE <b>Aims and Objectives:</b> The features of a unhealthy relationship. Key aspects of coercion in different types of relationships. The effects and consequences of coercion. Ways of articulating consent. Ways of identifying consent. Ways of handling sexual pressure and the consequences of pressurizing another person. Different methods of contraception. The different types of STIs. What takes places during an STI test and where to access STI testing.	<b>Topic Assessment</b> <b>Topic:</b> Mental and physical wellbeing <b>Aims and Objectives:</b> As with the previous topic, this topic aims to build on and revisit students understanding at KS3. Within this unit topics have been selected from the statutory guidance that are viewed as a best fit for the needs of Year 10 students, who will be exposed to different risks due to more independence and socialization outside of school. Therefore, important topics such as drugs, alcohol and smoking are covered. Students also experience increased pressure within Year 10 due to GCSE content courses and examinations	<b>Phonics Assessment</b> <b>Topic:</b> Physical and mental wellbeing <b>Aims and Objectives:</b> The facts surrounding alcohol in terms of strength, addictiveness, short-term and long-term effects. The facts surrounding smoking including the addictiveness, contents of cigarettes, the long and short-term effects. Different ways and services to quit smoking. The components, dangers and effects of cannabis. The different mental health conditions, symptoms and signs, addressing misconceptions around mental health. Strategies to support mental health. Services and support relating to mental health.	<b>Topic:</b> Citizenship <b>Aims and Objectives:</b> The role of the government. Specific powers held by the government. The UK government’s view on the importance of democracy. Different electoral systems. Non-democratic governments elsewhere in the world. Taxes- how they are paid and used. Reviewing children’s rights and focusing on global issues facing children in the world today. Animal Rights and how they are upheld in the UK today. How people are paid, what a pay check looks like, understanding codes on a pay check. The difference between renting and mortgages.	<b>Phonics Assessment</b> <b>Topic:</b> Different types of revisions, Time-management, Exam Pressure. <b>Aims and Objectives:</b> This topic is studied at this point in the year to help students revise for mock examinations and being to form the skills to prepare them for Year 11 GCSE examinations. This is also in response to student requests to learn more about how to revise. Students will spend this time beginning to recognize the importance of planning revision, discovering ways to revise and reflecting on their current study habits. At this point in their education, students will have had the experience of in class GCSE style assessments and therefore

<p>prescribed topics from the statutory guidance are covered across the five year PSHE learning cycle at age appropriate points.</p> <p>Learners will also develop skills; To develop the confidence to implement and voice personal boundaries. To develop strategies to handle peer pressure. To show respect of other viewpoints. To form healthy and productive relationships. To develop strategies to manage conflict. To respect and recognize self-worth. To make sensible judgements relating to the risks posed by sexual relationships. To make sensible judgements relating to online safety. To recognize the consequences of risky behaviours. To respect privacy and confidentiality. To show tolerance and empathy.</p>	<p>LGBTQ relationships, challenges faced by the LGBTQ community. Ways to improve online safety. The dangers and impact of data sharing. Different Protected Characteristics and Laws relating to Protected Characteristics.</p>	<p>and therefore it is essential to revisit mental health strategies. Link below to explore the links made in the National Curriculum to the curriculum frameworks.</p> <p>Learners will also develop skills;  To improve healthy and sensible decision making. To develop ways to handle peer pressure. To create informed judgements on risky behaviours. To recognize the reasons behind addiction. To address misconceptions. To develop strategies to improve mental health. To show empathy and tolerance. To respect confidentiality.</p>		<p>The requirements to get a mortgage. What household bills are needed and how to pay and budget for these.</p>	<p>will have the experience to being to reflect on their learning style. The different approaches to revision. Different learning styles. Ways in which to manage and prioritise time. Strategies to deal with academic pressure.</p>
<p><b>Reading:</b> Read a range of extracts on each topic, case studies</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic .</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Reading a range of extracts on each topic, case studies Read peer responses to assess</p>

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Year 11: PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Baseline Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> This topic complete aspects of the National Curriculum relating to RSE. The most mature topics have been chosen to reflect their age and understanding. Students will also revisit information from previous year to ensure that topics are not taught in isolation and that prior understanding can be deepened and strengthened. Students will also begin to explore the potential risks and challenges faced by their age as they approach the age of consent and the legal repercussions of not knowing, understanding and following the Laws on consent.</p> <p>Learner will also develop skills;</p> <p>To form healthy boundaries in relationships. To reflect on the health and motivations of personal relationships. To articulate and recognize consent.</p>	<p><b>Topic Assessment</b></p> <p><b>Topic:</b> RSE</p> <p><b>Aims and Objectives:</b> Qualities of a healthy relationship. Ways of managing disagreements within a healthy relationship. Positive reasons for being in a relationship. Ways of identifying and responding to sexual harassment and violence. Features of inappropriate behaviour. The facts of FGM in the UK, what it involves, signs and support for people who have been a victim of FGM. The facts of honour based violence in the UK, signs and support for victims. Factors that contribute to reproductive health, causes and solutions to infertility. Effects of contraception. Sexual health options for members of the LGBTQ community. The signs, effects, support and Laws on grooming.</p>	<p><b>Phonics Assessment</b></p> <p><b>Topic:</b> Mental and physical wellbeing</p> <p><b>Aims and Objectives:</b> This topic complete aspects of the National Curriculum relating to Health Education. The most mature topics have been chosen to reflect their age and understanding. Students will also revisit information from previous year to ensure that topics are not taught in isolation and that prior understanding can be deepened and strengthened, particularly in relation to mental health. Mental health is crucial in Year 11 due to increased pressure and in response to the mental health issues experienced across the UK due to the impact of Covid. Students will also explore the dangers of gambling and advertising in response to increased exposure as they begin to earn and have bank accounts. Finally long-term provision in providing</p>	<p><b>Phonics Assessment</b></p> <p><b>Topic:</b> Mental and Physical wellbeing</p> <p><b>Aims and Objectives:</b> The dangers and pressures created online and the impact this has on mental health. The dangers of gambling, different forms of gambling. The realities of false and targeted advertising. Different types of legal drugs, their short and long-term effects. Different types of illegal drugs, short and long-term effects and legal consequences. Different types of self-examination and screening and how to self-examine. Different types of eating disorders, effects, short and long-term, support services available to young people. Signs and symptoms of stress and ways to manage stress.</p>	<p><b>Learner Survey</b></p> <p><b>Topic:</b> Citizenship</p> <p><b>Aims and Objectives:</b> The history and formation of Human Rights, the importance of Human Rights and how they are upheld. The different types of identity cultural, regional and national identities. Relationships of the world with the commonwealth, understanding what the commonwealth is and its significance. History and formation of the UN and the UKs role within the UN. Difference between credit and debt, the risks and examples of debt. Different types of bank cards, the positives and negatives of different types of bank cards.</p>	<p>E</p> <p>X</p> <p>A</p> <p>M</p> <p>P</p> <p>E</p> <p>R</p> <p>I</p> <p>O</p> <p>D</p>

<p>To recognize inappropriate behaviours. To reflect on the impact of FGM and Honour Based Violence. To share opinions and listen to the opinions of others. To make informed judgements on risky behaviours relating to relationships. To show tolerance and empathy. To respect confidentiality.</p>		<p>information on screening and self-examination.</p>			
<p><b>Reading:</b> Read a range of extracts on each topic, case studies</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	<p><b>Reading:</b> Read a range of extracts on each topic, case studies Read peer responses to assess</p>	
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