



Curriculum Plan

Academic Year 2021-22

Subject: English Language and Literature

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>Novel: Great Expectations</p> <p>Students read and analyse Charles Dickens' Great Expectations. Whilst the focus is language analysis and analytical construction, one lesson a week focusses on creative writing. Students craft creative descriptions based on the Gothic genre.</p> <ul style="list-style-type: none"> • Gothic conventions • Descriptive writing • Language analysis • Structure analysis • Form analysis • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Latin roots • Analysing context 	<p>Poetry: Carol Anne Duffy</p> <p>Students study the British Poet Laureate and hone poetry analysis skills. Students also practise their directed writing as they craft pieces based on the poetic voice.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Debate • Reading comprehension • Summary skills • Implicit inference • Directed writing <p>Poetry: Carol Anne Duffy</p> <p>Students study the British Poet Laureate and hone poetry analysis skills. Students also practise their directed writing as they craft pieces based on the poetic voice.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form 	<p>Shakespeare: Othello</p> <p>Students conclude their year with the study of Shakespeare's 'Macbeth'. There will be a drama, debate and language analysis focus to their study. Students also focus their transactional writing (articles, reports, diaries, etc.). Students have a chance to debate key moral issues whilst exploring critical context.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance • Grammatical accuracy <p>Shakespeare: Othello</p>



	<p>Descriptive and Narrative Writing</p> <p>Students learn a range of narrative and descriptive writing techniques</p> <ul style="list-style-type: none"> • Sentence structure • Literary devices • Sensory language • High level vocabulary • Characterisation • Setting • Exposition and climax 	<ul style="list-style-type: none"> • Analysing structure • Applying context • Grammatical accuracy • Debate • Reading comprehension • Summary skills • Implicit inference • Directed writing 	<p>Students conclude their year with the study of Shakespeare’s ‘Macbeth’. There will be a drama, debate and language analysis focus to their study. Students also focus their transactional writing (articles, reports, diaries, etc.). Students have a chance to debate key moral issues whilst exploring critical context.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance • Grammatical accuracy
<p>Assessment</p>	<ul style="list-style-type: none"> • End of Unit Tests • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Multiple Choice Quizzes



			<ul style="list-style-type: none">Extended Writing
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Curriculum Plan

Academic Year 2021-22

Subject: English as Second Language

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>Novel: Touching the Void</p> <p>Students read a simplified version of the shocking true story of two climbers in the Andes and focus on the moral issues present throughout the novel.</p> <ul style="list-style-type: none"> • Reading comprehension • Summary writing • Formal writing • Vocabulary building • Reading comprehension • Summary writing • Persuasive writing • Parts of a sentence • Debate • Skimming and scanning <p>Novel: Touching the Void</p> <p>Students read a simplified version of the shocking true story of two climbers</p>	<p>Drama: The Importance of Being Earnest</p> <p>Students focus on speaking and listening throughout this module as they listen to recordings of each scene. Wilde’s wide use of idiom and pun are monopolised to strengthen student understanding of abstract language.</p> <ul style="list-style-type: none"> • Accent recognition • Pronunciation • Idiom use • Vocabulary building • Tense review • Review writing • Debate • Reading comprehension • Summary skills • Letter/diary writing <p>Creative Writing: The Dark Man</p> <p>Students focus on creative writing, grammatical accuracy and vocabulary through the use of short graphic novels. Students will create their own characters and graphic novels.</p>	<p>Non-Fiction: Guardian Articles</p> <p>Students study a range of articles from a British newspaper. Students are exposed to a range of tier 3 vocabulary and diverse subject matter.</p> <ul style="list-style-type: none"> • Grammatical accuracy • Vocabulary building • Sentencing • Structured speaking • Reading comprehension • Debate • Summary writing • Verb/noun comparison <p>Transactional Writing: Dark Tourism</p> <p>Students conclude their year with a travel writing recap. Their focus will be ‘Dark Tourism’ wherein they will write reviews, blog</p>



	<p>in the Andes and focus on the moral issues present throughout the novel. They will focus on informal writing in the second half term.</p> <ul style="list-style-type: none"> • Reading comprehension • Summary writing • Informal writing • Vocabulary building • Sentencing • Debate • Skimming and scanning • Film analysis • Film review • Film vocabulary 	<ul style="list-style-type: none"> • Ranging sentence construction • Ranging punctuation • Using language devices (metaphor; simile; personification; alliteration, etc.) • Using interesting sentence starters • Characterisation (implicit, explicit, physiognomic) <ul style="list-style-type: none"> • Vocabulary building • Grammatical accuracy • Reading comprehension • Summary skills 	<p>and articles whilst reviewing travel vocabulary.</p> <ul style="list-style-type: none"> • Reading comprehension • Summary writing • Vocabulary building • Sentence construction • Grammatical accuracy • Blog writing • Article writing • Review writing
Assessment	<ul style="list-style-type: none"> • End of Unit Tests • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Multiple Choice Quizzes • Extended Writing



Curriculum Plan

Academic Year 2021-22

Subject: Mathematics

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	Number Skills Fractions and Percentages Algebraic representation and Formulae Algebraic Manipulation Angle Properties Statistical Representation	Solutions to Equations and Inequalities Geometrical Terms and Relationships Statistical Measures The Four Rules and Directed Numbers Graphs in Practical Situations and Straight Line Graphs	Geometrical Constructions Powers and Roots Trigonometry Graphs of Functions Mensuration
Assessment	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments and an end of year test



Curriculum Plan

Academic Year 2021-22

Subject: Physics

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	Physical quantities and units General physics 1.1 Length and time 1.2 Motion 1.3 Mass and weight 1.4 Density Forces 1.5.1 Effects of forces Thermal physics 1.5.2 Turning effect 1.5.3 Conditions for equilibrium 1.5.4 Centre of mass 1.5.5 Scalars and vectors 1.6 Momentum 1.8 Pressure	Work, energy and power 1.7.1 Energy 1.7.2 Energy resources 1.7.3 Work 1.7.4 Power Thermal Physics 2.1 Simple kinetic molecular model of matter 2.1.1 States of matter 2.1.2 Molecular mode 2.1.3 Evaporation 2.1.4 Pressure changes 2.2.1 Thermal expansion of solids, liquids and gases 2.2.2 Measurement of temperature 2.2.3 Thermal capacity (heat capacity) 2.2.4 Melting and boiling 2.3.1 Conduction 2.3.2 Convection 2.3.3 Radiation 2.3.4 Consequences of energy transfer	Properties of waves, including light and sound 3.1 General wave properties 3.2.1 Reflection of light 3.2.2 Refraction of light 3.2.3 Thin converging lens 3.2.4 Dispersion of light 3.3 Electromagnetic spectrum 3.4 Sound
Assessment	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Year Examination. Practical Investigations.



Curriculum Plan

Academic Year 2021-22

Subject: Biology

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	1 Characteristics and classification of living organisms 2 Organisation of the organism 3 Movement into and out of cells 4 Biological molecules 5 Enzymes 6 Plant nutrition	7 Human nutrition 8 Transport in plants 9 Transport in animals 10 Diseases and immunity	11 Gas exchange in humans 12 Respiration 13 Excretion in humans
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers



Curriculum Plan

Academic Year 2021-22

Subject: Chemistry

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>1 States of matter Solids, liquids and gases Diffusion</p> <p>2 Chemistry of the environment Water Air quality and climate</p> <p>3 Experimental Techniques and chemical analysis Experimental design Chromatography Separation and purification Preparation of Salts Identification of ions and gases</p>	<p>4 Atoms, elements and compounds Elements, compounds and mixtures Atomic structure and the Periodic Table Isotopes Ions and ionic bonds Simple molecules and covalent bonds Giant covalent structures Metallic bonding</p> <p>5 Metals Properties of metals Uses of metals Alloys and their properties Reactivity series Corrosion of metals Extraction of metals</p> <p>6 Chemical energetics Exothermic and endothermic reactions</p>	<p>7 Acids, bases and salts The characteristic properties of acids and bases Oxides Preparation of salts</p> <p>8 The Periodic Table Arrangement of elements Group I properties Group VII properties Transition elements Noble gases</p>
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers



Curriculum Plan

Academic Year 2021-22

Subject: Geography

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>Population</p> <ul style="list-style-type: none"> -Population dynamics -Case study – underpopulated/overpopulated -The main causes of a change in population size -Reasons for contrasting rates of natural population change -Case study population growth and decline - Population policies <p>Migration</p> <ul style="list-style-type: none"> -Reasons for population migration -The impacts of migration -Case study of an international migration -Implications of different types of population structure -Factors influencing the density and distribution of population -The rapid increase in the world’s population <p>Settlement</p> <ul style="list-style-type: none"> -Patterns of settlement -Factors which may influence the sites, growth and functions of settlements -Reasons for the hierarchy of settlements and services -Case study of settlement and service provision in an area 	<p>Settlement (Con.)</p> <ul style="list-style-type: none"> -Reasons for the characteristics of land use in urban areas -Reasons for changes in land use in urban areas -Problems of urban areas, causes and solutions -Case study of an urban area land use and urban sprawl) -Reasons for rapid urban growth -Impacts of urban growth on both rural and urban areas, along with possible solutions -Case study of a rapidly growing urban area in a developing country and migration to it <p>Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> -Types and features -Distribution -Causes and effects -Hazards and opportunities -Reducing the impact -Case studies of both 	<p>Rivers and Coasts</p> <ul style="list-style-type: none"> -Hydrological characteristics and processes -Eroding, transporting and depositing -Formation of the landforms -Rivers present hazards and offer opportunities -Manage the impacts of river flooding -Case study -Coasts: eroding, transporting and depositing -Formation of the landforms -Coral reefs and mangrove swamps -Hazards and opportunities -Managing Impacts coastal erosion <p>Weather</p> <ul style="list-style-type: none"> -How weather data is collected -Calculations -Use and interpret graphs and other diagrams -Climate & Natural Vegetation



			<ul style="list-style-type: none">-Case studies: hot desert and a tropical rainforest-Deforestation of the tropical rainforest
Assessment	Past/specimen papers and mark schemes	Past/specimen papers and mark schemes	Past/specimen papers and mark schemes



Term 1	Term 2	Term 3
<p>Unit 1 – Were the peace treaties of 1919-1923 Fair?</p> <ul style="list-style-type: none"> • The ‘Big Three’ • The Treaty of Versailles • The other peace treaties • Impact of the peace treaties 	<p>Unit 3 – Why had international peace collapsed by 1939?</p> <ul style="list-style-type: none"> • Long term causes of World War Two • Hitler’s Foreign Policy • The appeasement Policy • Short term factors 	<p>Unit 5 – How effectively did the United States stop the spread of communism?</p> <ul style="list-style-type: none"> • The Korean War 1950-53 • US relations with Cuba • US involvement in Vietnam • Evaluation of the American containment
<p>Unit 2 – To what extent was the League of Nations a success?</p> <ul style="list-style-type: none"> • Successes and failures in the 1920s/30s • Organisation and functions of the League • Impact of the Great Depression 1929 	<p>Unit 4 – Who was to blame for the Cold War?</p> <ul style="list-style-type: none"> • 1945 – The breakdown of the grand alliance • 1945-48 – Soviet Expansion into Eastern Europe • 1947-1948 – The Truman Doctrine and Marshall Plan 	<p>Unit 6 – How secure was Soviet control over Eastern Europe 1948-89?</p> <ul style="list-style-type: none"> • Hungarian Uprising 1956 • The Prague Springs 1968 • The Berlin Wall 1961 • The Rise of Solidarity in Poland • The collapse of Communism in



	<ul style="list-style-type: none">Evaluation of the League of Nations	<ul style="list-style-type: none">1948-49 Berlin Blockade	Eastern Europe and the USSR
Assessment	IGCSE Paper 1 and 2 Exam Style Questions	IGCSE Paper 1 and 2 Exam Style Questions	IGCSE Paper 1 and 2 Exam Style Questions



Curriculum Plan

Academic Year 2021-22

Subject: Global Perspectives

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p><u>Information Skills</u></p> <ul style="list-style-type: none"> • Perspectives • Research • Analysis • Synthesis • Planning • Questioning <p><u>Critical Thinking Skills</u></p> <ul style="list-style-type: none"> • Reasoning • Evidence • Claims • Drawing Conclusions • Bias & vested Interest <p>Independent Report</p>	<p><u>Collaboration Skills</u></p> <ul style="list-style-type: none"> • Team Work • Decision Making • Creativity • Memory • Note-Taking • Reflection • Evaluation • Developing Independent Learning Skills • Establishing Independent Learning Skills • Enhancing Independent Learning Skills <p>Team Project</p>	<p><u>Critical Thinking Skills</u></p> <ul style="list-style-type: none"> • Statement of Arguments, fact, opinion, prediction & value judgement • Problem solving • Developing Critical Thinking Skills • Establishing Critical Thinking Skills • Enhancing Critical Thinking Skills
Assessment	Individual Essay	Team Project Outcomes	Written Exam



Curriculum Plan

Academic Year 2021-22

Subject: Computer Science

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>Types and components of computer systems:</p> <ul style="list-style-type: none"> • Hardware. • Processor. • Motherboards. • random access. • Memory (RAM). • Read-only memory (ROM). • Video cards, sound cards. • Internal hard disk drive. • Input and Output Devices 	<p>The Effects of using ICT:</p> <ul style="list-style-type: none"> • Advantages and disadvantages of different medias • The Effects of Microprocessors in the home • health problems • Capabilities and Limitations of ICT • Politics, ethics and ICT 	<p>System Life Cycles:</p> <ul style="list-style-type: none"> • Analysis. • Feasibility Study. • Design. • Development and testing. • Implementation. • Documentation. • Evaluation.
	<p>Data Analysis: Excel.</p> <ul style="list-style-type: none"> • Interface. • Formatting. • Functions. • Formula. • Data Analysis. • LOOKUP. • VLOOKUP. • HLOOKUP. • COUNTIF. • Operators (AND, OR, NOT, LIKE, >, <, =, >=, <=). • LOGICAL TEST. • Nested Functions. • Present data. 	<p>ICT Applications:</p> <ul style="list-style-type: none"> • School management systems. • Booking systems • Computers in medicine. • Applications in manufacturing industries. • Expert systems. • Banking applications. • Computers in the retail industry. • Recognition systems. • Monitoring and tracking systems. • Satellite systems Ticket Booking Systems. 	<p>Data Manipulation (Modelling): Access.</p> <ul style="list-style-type: none"> • Database structures. • Manipulate data. • Present data.



		<ul style="list-style-type: none"> • Stock Control Systems. • Expert systems. • Legal issues. 	
	Graphs and Charts: <ul style="list-style-type: none"> • Flat files. • Relational Databases. • Contiguous data. • Non-contiguous data. • Specified data ranges. 	Networks and the effects of using them: <ul style="list-style-type: none"> • Types of Networks • Security issues • Network communication. • Video-conferencing 	Document Production: <ul style="list-style-type: none"> • Format text and organise page layout. • Software tools to edit tables. • Mail merge.
	Website Authoring: <ul style="list-style-type: none"> • Web development layers. • Create a web page. • HTML. • CSS. • JavaScript. • Syntax. • Tags. • Style Sheets. • Hyperlinking. • Tables. 	Safety and Security: <ul style="list-style-type: none"> • Physical safety. • e-safety. • Security of data. • Security of data online. 	Communication: <ul style="list-style-type: none"> • Communicate with other ICT users using email. • Effective use of the internet. • Advantages and disadvantages of using the internet.
Assessment	End of Unit Tests	End of Unit Test/ Mock Exam	2 nd Mock Exam



Curriculum Plan

Academic Year 2021-22

Subject: Music

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>The students will be introduced to the IGCSE Cambridge Music course and understand the assessment criteria and its requirements. Students will begin to select and rehearse their performance pieces based on the grading criteria, they will then begin to start weekly practice on these and target areas for improvement.</p>	<p>Students will continue to develop their compositions, become more familiar with the Set Works and continue to improve their performances, ready for recording.</p> <p>The Five Assessment Objectives (AO) re: A01 -Gathering, recording, research, and investigation A02 – Exploration and development of ideas A03 – Organisation and relationships of visual and/or other forms A04-Selection and control of materials, media and processes A05 – Personal vision and presentation</p>	<p>Students will continue to develop coursework through a variety of dry and wet media and mixed media based on their theme of Expressive Portraits. Students will have a full body of Portfolio work to meet the following IGCSE Assessment Objectives (AO): A01 - Gathering, recording, research, and investigation; A02 – Exploration and development of ideas; A03 – Organisation and relationships of visual and/or other forms; A04-Selection and control of materials, media and processes; A05 – Personal vision and presentation.</p>
Assessment	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed



Curriculum Plan

Academic Year 2021-22

Subject: Physical Education

Exam Board: Cambridge International Examinations

Year: 10

Year Group	Term 1	Term 2	Term 3
10	<p><u>Block 1</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. <p><u>Block 2</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. 	<p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). <p><u>Block 4</u> <u>Net/Wall</u></p> <ul style="list-style-type: none"> • Racket Shot Techniques. • Movement and positioning on the court. 	<p><u>Block 5</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay. <p><u>Block 6</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt.



	<ul style="list-style-type: none">• Skill Related Fitness.• Knowledge and understanding.	<ul style="list-style-type: none">• Tactical Awareness.• Rules and Regulations.• Match Fitness.• Singles and Doubles Gameplay.	
Assessment	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.



Curriculum Plan

Academic Year 2021-22

Subject: Native Mandarin

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	谁言寸草心 此心安处是吾乡 千古风流人物 每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文	只缘身在此山中 每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文	格物致知 诸子百家 每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文
Assessment	单元练习 总结性综合考试	单元练习 总结性综合考试	单元练习 总结性综合考试



Curriculum Plan

Academic Year 2021-22

Subject: Mandarin as Foreign Language

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	<p>Everyday Activities Greetings and introductions Family and pets Everyday life hobbies Eating and drinking Personal and social life Health and fitness Home life clothes Shopping Living environment School routine School facilities</p>	<p>The world around us Weather and climate Transportation Holidays: Travel experiences Holidays: Planning a trip Public services and customs Chinese festivals</p>	<p>The world of work Work experience Applying for a job Future education and career plans International world Interviewing Chinese celebrities Technology and social media Chinese festivals Learning Chinese as a foreign language Saving the planet</p>
Assessment	<p>Formative assessment on each topic. Summative assessment on topics in Term 1</p>	<p>Formative assessment on each topic.</p>	<p>Formative assessment on each topic. Summative assessment on all the topics learned this year</p>



Curriculum Plan

Academic Year 2021-22

Subject: Business Studies

Exam Board: Cambridge International Examinations

Year: 10

	Term 1	Term 2	Term 3
	Business Activity Classification of businesses Enterprise, business growth and size Types of business organization Business objectives and stakeholder objectives	Motivating employees Organisation and management Recruitment, selection and training of employees	Internal and external communication Market Research Marketing Mix
Assessment	<ul style="list-style-type: none">- Exam Style Questions- End of Unit Tests- Presentations	<ul style="list-style-type: none">- Exam Style Questions- Mock- Presentations	<ul style="list-style-type: none">- Exam Style Questions- Final Mock- Presentations



Year Group	Term 1 Health & Wellbeing	Term 2 Relationships	Term 3 Living in the Wider World
10	<p>Self-Concept:</p> <ul style="list-style-type: none"> H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this <p>Mental Health and emotional wellbeing:</p> <ul style="list-style-type: none"> H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H7. a broad range of strategies — cognitive and practical — for 	<p>Positive Relationships:</p> <ul style="list-style-type: none"> R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships <p>Bullying, Abuse and Discrimination:</p>	<p>Work and Career:</p> <ul style="list-style-type: none"> L7. about the labour market, local, national and international employment opportunities L8. about employment sectors and types, and changing patterns of employment L9. to research, secure and take full advantage of any opportunities for work experience that are available L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities <p>Employment Rights and Responsibilities:</p> <ul style="list-style-type: none"> L13. the skills and attributes to manage rights and responsibilities at



	<p>promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>Healthy Related Decisions:</p> <ul style="list-style-type: none"> • H12. the benefits of having a balanced approach to spending time online • H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health • H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help <p>Managing Risk and Personal Safety:</p> <ul style="list-style-type: none"> • H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities 	<ul style="list-style-type: none"> • R28. to recognise when others are using manipulation, persuasion or coercion and how to respond • R29. the law relating to abuse in relationships, including coercive control and online harassment • R30. to recognise when a relationship is abusive and strategies to manage this <p>Social Influences:</p> <ul style="list-style-type: none"> • R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs • R36. skills to support younger peers when in positions of influence 	<p>work including health and safety procedures</p> <ul style="list-style-type: none"> • L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken <p>Media Literacy and Digital Resilience:</p> <ul style="list-style-type: none"> • L22. that there are positive and safe ways to create and share content online and the opportunities this offers • L23. strategies for protecting and enhancing their personal and professional reputation online • L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events • L25. how personal data is generated, collected and shared,
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	<ul style="list-style-type: none">H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle		including by individuals, and the consequences of this
Assessment	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.	Teacher Observations. Peer-Assessment. Self-Assessment. Q&A.