

Year 10 Curriculum Overview 2023-24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p style="text-align: center;">Voices of a Generation: Revising AIC / Anthology poetry (reading)</p> <p>The first 3 weeks will see students recap learning from year 9 where students read and explored the play. The focus here however is developing an understanding of how to answer an exam question and write a thoughtful and developed response.</p> <p>For the final 3/4 weeks of this term, students will explore the universal themes of power and conflict. Students will focus on how poets present ideas about aspects of human nature, making comparisons of methods, themes, and ideas.</p>	<p style="text-align: center;">Voices of a Generation: 'A Christmas Carol' by Dickens (reading)</p> <p>This unit explore the 19th century novel 'A Christmas Carol' and introduces students to extract based questions. Students will understand what life was like in Victorian London and why Dickens, a great social reformist, composed the text. Developing ideas about themes, students will explore the writer's craft including underpinning methods and how to make links throughout the text.</p> <p>Core knowledge includes context and Dickens as a great social reformist. This includes the impact he had on the literary world.</p>	<p style="text-align: center;">Voices of a Generation: 'Macbeth' by Shakespeare (reading)</p> <p>This unit explores the entire play by William Shakespeare with a focus on getting exam ready. Students will need to immerse themselves in Shakespeare's world before considering how craft, impact, and the thematic concept of power as a corrupting influence. Students will understand how this universal theme is the reason why 'Macbeth' has such a lasting appeal.</p> <p>Core knowledge includes context and societal values- including Shakespeare's lasting appeal.</p>	<p style="text-align: center;">Voices of a Generation: Literature Revision – focus on poetry</p> <p>Here students understand and refine their skills by writing poetry responses. There is the opportunity to look at unseen poems from literary heritage as well as other poetry movements in order to enrich knowledge and context for other literature texts. We will explore great poets such as Maya Angelou, John Clare, Carol Ann Duffy and Amanda Gorman.</p> <p>Core knowledge includes understanding the range of poetry as part of the literary landscape.</p> <p>Core skills includes approaching exam</p>	<p style="text-align: center;">Voices of a Generation: Literature Revision</p> <p>During this half term students will return to their literature texts. Students will become confident with the texts and with approaches the exam questions. Ideally, there will be learnt processes and structures. For more able students, there should be a focus on thematic concepts and ideas focusing on aspects of society and life such as family structures, religion, gender...</p> <p>Core knowledge includes theoretical ideas proposed by Marx, Locke, De Beauvoir...</p>	<p style="text-align: center;">Voices of a Generation: Speech Writing and Spoken Language Exams</p> <p>After the early entry exams, students will begin their SL prep. This will bridge the literature and language elements with students recognising how to form clear arguments and use a range of methods to present ideas. Students will use some of the wider themes and ideas from the literature units to inspire their own speeches. Opportunities for debate and discussion work should be built in.</p> <p>Core knowledge includes the exploration of topical issues such as discrimination, politics,</p>

	<p>Core knowledge includes influences and wider themes.</p> <p>Core skills include writing exam responses.</p>	<p>Core skills include exam-based extracts.</p>	<p>Core skills include analysing form and writing exam responses.</p>	<p>questions and writing responses.</p>		<p>civil rights' movements...</p> <p>Core skills include articulating arguments.</p>
Maths						
Science	<p>5.2 Bonding, structure, and the properties of matter - In this chapter, students learn that Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new</p>	<p>6.2 Electricity - Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits. Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind. Electrical power fills the modern world with artificial light and sound, information and entertainment,</p>	<p>6.5 Forces - In this chapter, students learn that engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.</p>	<p>4.4 Bioenergetics - In this chapter, students learn that plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require</p>	<p>5.3 Quantitative chemistry - In this chapter, students learn that chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction</p>	<p>6.6 Waves - In this chapter, students learn that waves behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of</p>

materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.

6.3 Particle model of matter - In this chapter, students learn that the particle model is widely used to predict the behaviour of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. It also explains why it is difficult to make a good cup of tea high up a mountain!

remote sensing and control. The fundamentals of electromagnetism were worked out by scientists of the 19th century. However, power stations, like all machines, have a limited lifetime. If we all continue to demand more electricity this means building new power stations in every generation – but what mix of power stations can promise a sustainable future?

6.7 Magnetism and Electromagnetism - In this chapter, students learn that Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this.

oxygen to transfer energy. During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which causes fatigue.

4.7 Ecology - In this chapter, students learn that the Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued

allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas.

5.4 Chemical changes - In this chapter, students learn an understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important

electromagnetic waves.

5.10 Using Resources - In this chapter, students learn that Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.

5.9 Chemistry of the Atmosphere - In this chapter, students

				<p>development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p>	<p>resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.</p>	<p>learn that The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.</p>
<p>History</p>	<p>USA, a nation of contrasts, 1910-29</p> <p>Economic Boom</p> <p>Immigration</p> <p>Development of Germany, 1919-91</p> <p>Impact of World War One</p> <p>Weimar Germany</p>	<p>USA, a nation of contrasts, 1910-29</p> <p>Lives of black Americans</p> <p>Role of women</p> <p>Wall Street Crash</p>	<p>Development of Germany, 1919-91</p> <p>Rise of the Nazis</p> <p>Consolidation of power</p> <p>Police state</p> <p>Propaganda</p> <p>Lives of the German people</p>	<p>USA, a nation of contrasts, 1910-29</p> <p>The 'Roaring 20s'</p> <p>Prohibition</p> <p>Teapot Dome Scandal</p> <p>Monkey Trial</p>	<p>Development of Germany, 1919-91</p> <p>Impact of WW2</p> <p>Yalta and Potsdam agreements</p> <p>Division of Germany</p> <p>East and West Germany</p>	<p>Development of Germany, 1919-91</p> <p>Willy Brandt</p> <p>Fall of the Berlin Wall</p> <p>Die Wende</p> <p>The Elizabethan Age, 1558-1603</p> <p>Elizabeth's problems</p> <p>Elizabethan government</p>

<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Urbanisation in contrasting global cities</p> <p>To what extent is urbanisation a global phenomenon?</p> <p>What are the ways of life and current challenges created by urbanisation in two global cities?</p> <p>What strategies can be used to manage the impacts of urbanisation in global cities?</p>	<p style="text-align: center;">Shaping the landscape - rivers and river management</p> <p>How do people and processes contribute to the development of distinctive river landscapes in the UK?</p> <p>Why do rivers flood and what are the consequences of flooding?</p> <p>How can rivers be managed to reduce the risk of flooding?</p> <p>Why is river flood management often controversial?</p>	<p style="text-align: center;">How ecosystems function and ecosystems under threat</p> <p>What is the relationship between climate and biomes at a global scale?</p> <p>What physical processes and interactions operate within ecosystems?</p> <p>How are small scale ecosystems in the UK used and managed?</p> <p>How are ecosystems used by people?</p> <p>How are ecosystems damaged by human activity?</p> <p>Why and how are ecosystems managed in a sustainable way?</p>	<p style="text-align: center;">Urban and rural processes and change in the UK</p> <p>What changes are taking place in where people live in both urban and rural areas of the UK?</p> <p>What are the distinctive features of urban areas in the UK?</p> <p>What factors help to drive urban and rural change across the UK?</p> <p>What is the cause and effect of change in retail provision across the UK?</p> <p>What are the issues associated with leisure use in urban and rural areas across the UK?</p>	<p style="text-align: center;">Shaping the landscape - coasts and coastal management</p> <p>How do people and processes contribute to the development of distinctive coastal landscapes in the UK?</p> <p>How are coastlines managed?</p> <p>Why is coastal management often controversial?</p> <p>What are the predicted impacts of climate change on coastal landscapes and communities?</p>	<p style="text-align: center;">Applied Fieldwork Enquiry</p> <p>What is the geographical enquiry process?</p> <p>How is evidence collected?</p> <p>How can evidence be processed and presented?</p> <p>How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?</p> <p>What conclusions may be drawn from fieldwork enquiries?</p> <p>What evaluative techniques should be applied to the enquiry process?</p>
<p style="text-align: center;">GCSE Art & Design</p>						
<p style="text-align: center;">GCSE Computer Science</p>	<p>Topic 1.1 - Systems Architecture - including the FDE cycle and embedded systems</p>	<p>Topic 1.2 - Memory and Storage (including data representation - numbers, images and sound)</p>	<p>Topic 1.3 - Networks - including wired and wireless networks</p>	<p>Topic 1.3 - Networks and Topic 1.4 - Network security</p>	<p>Topic 1.5 Systems Software - including operating systems and utility software such as defragmentation and compression</p>	<p>Topic 1.6 - EELC (ethical, environmental, legal and cultural) issues in computing</p>

	Topic 2.2 - Python programming - Python basics including sequencing, selection, iteration, data types and string manipulation	Topic 2.2 - Python programming - file handling and lists	Topic 2.2 - Python programming - functions	Topic 2.2 - Python programming - functions	Topic 2.2 - Python programming - mini projects	Topic 2.2 - Python programming - mini projects
Dance	<p>Component 1: Exploring the Performing Arts.</p> <p style="text-align: center;">Learning outcomes</p> <p>A Investigate how professional performance or production work is created</p> <p>A1 Professional performance material, influences, creative outcomes and purpose</p> <p>A2 Roles, responsibilities and skills of the Dancer and Production Team</p> <p>In response to A1 and A2- learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.</p> <p>B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>B1 Processes used in development, rehearsal and performance</p> <p>B2 Production process</p>		<p>Completion of Component 1: External Controlled Assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.</p> <p>Study of one professional dance work in-depth – Professional Dance work will be decided once PSA is released as needs to link with the theme set by the exam board.</p> <p>Students will apply the knowledge they have learnt during the Autumn Term in order to successfully complete PSA</p> <p>Students will have 6 weeks preparation time prior to completing the 12-hour assessment as a response to the set brief</p>		<p>Component 2: Developing Skills and Techniques in the Performing Arts.</p> <p style="text-align: center;">Learning outcomes</p> <p>A: Use rehearsal or production/design processes</p> <p>A1 Rehearsal Process</p> <p>In response to A1 learners will prepare for a performance of existing repertoire.</p> <p>B: Apply skills and techniques in performance. Learners will apply interpretative skills and techniques appropriate to the selected dance work.</p> <p>B1 Application of skills and techniques for performance.</p> <p>In response to B1 - learners will showcase performance or production designs for an audience.</p> <p>C: Review own development and application of performance skills.</p> <p>C1 Review rehearsal processes</p> <p>In response to C1 - learners will review the</p>	

	<p>In response to B1 and B2 - learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.</p> <p>Styles covered: Contemporary, Musical Theatre, Physical theatre – All Linked with Professional Dance Works</p> <p>Physical Skills Covered: Extension, Posture, Balance, Control, Alignment, Stamina, Strength, Coordination, Movement Memory,</p> <p>Expressive Skills Covered: Focus, Expression, Projection, Musicality, Timing, Phrasing,</p>		<p>development and application of skills and techniques during the process and after.</p>			
<p>GCSE Drama</p>	<p>Drama Strategies and Styles</p> <p>Revising and demonstrating key skills, to check for understanding and develop a common vocabulary for GCSE drama.</p> <p>Physical Theatre</p> <p>Mime</p> <p>Prepared/ Spontaneous Improvisation</p> <p>Proxemics</p> <p>Use of Space to Represent Place</p> <p>Characterisation</p>	<p>Unit 1 – Devising Mock</p> <p>Learning to devise through a process of guided workshops Working as a group to respond to a stimulus and create an</p>	<p>Component 1 – Devising Exam Preparation</p> <p>Working independently to devise a performance for the Unit 1 exam.</p> <p>Written response - a 2000 word portfolio to accompany the devised performance.</p> <p>Pupils will.....</p> <p>Develop an initial response to stimulus 1,2 & 3</p>	<p>Component 1 – Devising Exam Preparation</p> <p>Working independently to devise a performance for the Unit 1 exam.</p> <p>Written response - a 2000 word portfolio to accompany the devised performance.</p> <p>Pupils will.....</p> <p>Record their ideas</p> <p>Set their own objectives for each</p>	<p>Component 1 – Devising Exam</p> <p>Working independently to devise a performance for the Unit 1 exam.</p> <p>Written response - a 2000 word portfolio to accompany the devised performance.</p> <p>Pupils will.....</p> <p>Set their own objectives for each rehearsal and record ideas.</p>	<p>Component 3 – Theatre Makers in Practise, Exam Text</p> <p>Exploring the exam text....</p> <p>‘An Inspector Calls’ by J.B. Priestley through practical workshops.</p> <p>Character Analysis and practical interpretation</p> <p>Understanding the text</p> <p>Background and history</p>

	Narrator	extended devised performance.	Record their ideas	rehearsal and record ideas.	Use their knowledge of the key skills and styles to develop an appropriate response to the stimulus.	Directing key scenes
	Synchronised Speech and Movement	Demonstrating a response	Develop a structure a structure	Use their knowledge of the key skills and styles to develop an appropriate response to the stimulus.	Use their knowledge of the key skills and styles to develop an appropriate response to the stimulus.	Exploring the use of setting and lighting
	Physicality	Organising a structure	Set their own objectives for each rehearsal and record ideas.	Organising and run their own rehearsals	Organising and run their own rehearsals	Million pound set design
	Vocal Skills	Exploring ideas	Use their knowledge of the key skills and styles to develop an appropriate response to the stimulus.	Making rehearsals notes	Analyse and reflect on their progress and communication skills throughout the process.	Director's interpretations of the play
	Direct Audience Address	Organising rehearsals	Organising and run their own rehearsals	Analyse and reflect on their progress and communication skills throughout the process.	Perfect through rehearsal	Exam questions
	Monologues	Making rehearsals notes	Making rehearsals notes	Organise - props, costume, sound and lighting designs.	Organise and plan the use of Theatrical Devices with awareness of health and safety.	The text in performance
	Soliloquies	Analysing performance skills	Organising and run their own rehearsals	Perfect through rehearsal	Perform for an audience.	Review and analysis of performance
	Mood	Incorporating strategies	Making rehearsals notes	Organise - props, costume, sound and lighting designs.	Analyse the final performance within their portfolio.	
	Tension	Using naturalistic and non-naturalistic styles	Analyse and reflect on their progress and communication skills throughout the process.			
	Climax	Perfecting through rehearsal				
	Naturalism	Experimenting with Theatrical Devices				
	Surrealism	Performing for an audience				
	Epic Theatre					

Engineering	OCR Engineering Manufacture: Engineering theory. Storage unit activity.	Engineering drawings.	One-off production planning, risk assessment, evaluation	OCR Assignment: Manufacture of one-off product and write up.	Year 10 Examination preparation and examination	Preparation for final assignments in Year 11
GCSE Food Preparation & Nutrition	Key principles of Nutrition Diet and Good Health	The Science of cooking Food NEA1 Practice activities	Food Spoilage Food Provenance and Food Waste	Cultures and Cuisines Technological Developments	Factors affecting Food Choice	NEA2 Practice Activities
GCSE French	Self and other people Describing myself and others My life now and in the past Family relationships My best friend The person I admire	Sporting activities and media interests Revising sport and music Talking about music concerts and festivals Revising technology, film and TV Talking about books and reading	Special events and occasions Talking about food, drink and special occasions Describing family celebrations and traditions Discussing shopping for clothes	My town and region and Canada Town and where you live Describing your region Advantages and disadvantages of where you live Weather reports Where you would like to	Holidays and tourism Discussing holiday destinations Describing a journey Describing a holiday destination Activities you do on holiday	Holiday problems and End of Year Revision- Holiday problems Accommodation and accommodation problems Revision for Mocks GCSE speaking questions preparation

			Ordering in a restaurant	live Shopping habits and favourite shops		
BTEC Health & Social Care	Component 1: Human Lifespan Development	Component 1 cont.	Revision and preparation for Pearson Set Assessment	Component 2: Health and Social Care Services and Values	Component 2: Health and Social Care Services and Values	Component 2: Health and Social Care Services and Values
iMedia	Introduction to iMedia unit - covering concepts and design features from all 3 units - such as interpreting client briefs, mind maps, mood boards, use of colour in design, design conventions and target audience.	Unit R094: Visual identity and digital graphics - theory and practice This includes recapping Paint.Net skills such as layer manipulation and advance skills	COURSEWORK - Unit R094: Visual identity and digital graphics	COURSEWORK - Unit R094: Visual identity and digital graphics Due in June Submission Window. Coursework unit is 25% of final mark	Unit R095: Characters and comics theory and practice - including how to evaluate work suggesting improvements This includes learning how to use Comic Life	Unit R095: Characters and comics theory and practice - including how to evaluate work suggesting improvements This includes learning how to use Comic Life
GCSE Media Studies	Music Videos - Taylor Swift and Justin Bieber Media Lang Context Theory Representations	Newspapers – audience and industry study (The Sun and the Guardian) Industry Audience Context	TV - Crime Drama - Luther (BBC) Media Lang Audience Industry Representation Context Theory	Social and Participatory Media - Taylor Swift and Justin Bieber Media Lang Representations Context	Magazines and Advertising (Vogue, Pride, GQ, Quality Street, This Girl Can) Media Lang Context Representations Theory, inc. Dyer	Paper 2 Revision and Mock – Extended Responses Focus Students focus on 25-mark extended analytical responses to TV, Music and Social Media units.

<p>Music</p>	<p>Component 1: Exploring Music Products and Styles</p> <p>LOA & LOB co-delivered through a series of workshops on 3 musical styles that cover a range of music products and music realisation techniques.</p> <p>Styles covered: Britpop, African Drumming, Baroque.</p> <p>Products covered: Videoed Performance, Composition, DAW Project.</p>		<p>Component 1: Exploring Music Products and Style</p> <p>LOA & LOB co-delivered through a series of workshops on a further 3 musical styles that cover a range of music products and music realisation techniques.</p> <p>Styles covered: Reggae, Film Music, Minimalism.</p> <p>Products covered: Multitrack Recording, DAW Project</p> <p>Controlled Assessment: PSA released – students begin research and planning prior to starting controlled assessments.</p>	<p>Component 1: Controlled Assessment Period in response to an externally set brief.</p> <p>Component 2: Music Skills Development Learners will have the opportunity to develop two musical disciplines (Performance, Composition, Arrangement, DAW Project) through engagement in practical tasks, while documenting their progress and planning for further improvement.</p> <p>LOA & LOB co-delivered through a series of workshops that focus on instrumental skill development.</p>		
<p>Cambridge National Sports Studies</p>	<p>R184: Contemporary issues in sport.</p> <p>This is assessed by an exam (January 2024).</p> <p>In this unit students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities.</p> <p>Students will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>		<p>R186: Sports and the media.</p> <p>This is assessed by a set assignment.</p> <p>In this unit students will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport.</p> <p>They will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.</p> <p>Students will then develop their ability to evaluate and interpret the different ways in which sport is represented by the media.</p>			
<p>PSHE</p>	<p>Health and Wellbeing</p> <p>Students will understand the impacts of mental health, and particularly how it can change due to stressful environments such as exams.</p>	<p>Sexual Health</p> <p>Students will look at how relationships can develop as they grow older.</p> <p>Students will understand the risks that come with</p>	<p>Relationships and Religion</p> <p>Students will explore the differences in relationships across a spectrum of religions and cultures.</p> <p>Students will</p>	<p>Finance</p> <p>Students will explore financial skills such as budgeting, and making good financial decisions.</p> <p>Students will understand financial</p>	<p>Media</p> <p>Students will analyse bias, reliability, and accuracy in digital content and environments.</p> <p>Students will understand how their</p>	<p>Human Rights</p> <p>Students will explore their universal human rights, and how these exist alongside the law, cultural expectations, and religion</p>

	<p>Students will explore how to make responsible health choices, including blood donation, procedures, and the NHS</p>	<p>alcohol, drugs, and sexual behaviour.</p> <p>Students will explore safe contraception options, and the risk of STI's and pregnancy</p> <p>Students will identify what safe services they can access in Southampton</p>	<p>understand how relationships across cultures align with British law</p> <p>Students will identify where to access safe, accurate, and appropriate support about relationships</p>	<p>exploitation, and develop understanding of contractual terms</p>	<p>data is generated, collected, and shared online.</p> <p>Students will identify potential online risks, and how to stay safe from them</p>	<p>Students will analyse different religious views on human rights.</p> <p>Students will compare morality and ethics, particularly in the face of wealth and poverty, good and evil</p>
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