

‘Sport is a universal language, building more bridges between people than anyone else can think of’

Sebastian Coe.

The Physical, Social and Emotional Education Faculty includes Physical Education, Social Science and PSHE subjects. As a faculty we strive for every student to have the knowledge, drive and confidence to lead a healthy, active lifestyle which contributes to their mental wellbeing. Our hope is that students will do this with resilience and a belief that they can be the very best whilst demonstrating British values and integrity.

Physical Education at Noel-Baker Academy

The Physical Education department prides itself on delivering a broad and balanced programme of study throughout each key stage. Promoting healthy active lifestyles is at the heart of what we do and our aim is to promote enjoyment, competition, challenge and success no matter what level.

Our excellent facilities lend themselves to the delivery of an extensive extra-curricular timetable. Through a variety of learning opportunities, our students can gain the knowledge and commitment to allow them to be lifelong participants in physical activity whilst sharing our passion for sport.

As well as extra-curricular clubs and competitions, we offer a range of enrichment opportunities. These include reward trips, University visits that offer use of the latest sporting technology as well as career guidance in the sports industry and coaching opportunities to name a few.

Physical Education is well placed to advance students social, moral, spiritual and cultural development. Confidence and creativity is encouraged and respect for others is key in developing successful and resilient sports performers. Physical education allows students to understand and adhere to rules, regulations and fair play and in return, learn the consequences of actions.

KS3 Physical Education

In line with the National Curriculum, we teach a broad programme of study which is designed to engage and prepare students for the skills required at KS4. Students are introduced to a range of different sporting activities and their range and quality of skills, decision making and physical attributes are put into action. Traditional sports are studied such as football, basketball, netball, hockey, rugby, gymnastics, dance and athletics as well as activities such as table tennis, handball, fitness, outdoor adventurous activities, striking and fielding and badminton. In year 7, we provide a bespoke programme of study where basic fundamental skills are the focus, where individual needs can be addressed at an appropriate level. Through sporting activities, students gain knowledge and understanding of a healthy lifestyle as well as promoting the wider benefits that Physical Education can develop. A competitive nature with a determination to succeed is encouraged and enhanced through attendance at extra-curricular clubs that the Physical Education department provide each day.

Key stage 4 -

GCSE Physical Education

The OCR GCSE Physical Education course is designed to allow students to study PE in an academic setting. Students are required to analyse and evaluate performances using their sporting experience and knowledge gained through theory. Students will be assessed in their practical ability as well as through examinations and coursework. At the end of Year 11, students will be externally assessed through two, one-hour exams on each of the units below:

Unit 1 (exam): Physical Factors affecting Performance 30%

Unit 2 (exam): Socio-cultural issues and sports psychology 30%

Unit 3 (Coursework): Evaluating and Analysing Performance (AEP) 10%

Unit 4 (Practical Assessment): Practical Performances 30%

Unit 1: Physical Factors Affecting Performance

In this unit students will study Applied Anatomy and Physiology, and Physical Training.

In Applied Anatomy and Physiology, they will cover topics such as the muscular, skeletal, cardiovascular and respiratory systems, as well as the effects that exercise has on these systems. It requires students to transfer knowledge they may have learnt in science lessons and apply it more to sports-based situations. They will be required to remember major bones and muscles in the body and understand their role in different sporting examples. They will investigate the short-term effects of exercise on the body and what adaptations occur after a longer duration of exercise.

In Physical Training, students will learn the different components of fitness required by sports performers, under-go fitness testing, design a training plan and apply the principles of training successfully and know the different types of training available. Students will complete practical lessons within this section to analyse their own fitness levels.

Unit 2: Socio-cultural issues and Sports Psychology

In this unit students will study Socio-cultural influences, Sports psychology, and Health, fitness and wellbeing.

In Socio-cultural influences, students will investigate the factors that affect sports participation in the UK and engagement patterns of different social groups and sports. They will also learn about commercialisation and media in sport and how this can influence participation rates. Sportsmanship, gamesmanship and deviance is another topic area in this section.

Sports Psychology covers topics such as mental preparation, visualisation, feedback and guidance. Students will be encouraged to think about this section when competing in their chosen sports.

In Health, Fitness and Well-being, students will understand the physical, mental and social benefits of sport and the effects of a sedentary lifestyle. Diet and nutrition is an area that students enjoy in this unit.

Unit 1 and Unit 2 have clear links and their understanding of these will be tested through synoptic questions on the examinations.

Unit 3 (Coursework): Evaluating and Analysing Performance (AEP)

Students are required to complete an AEP as part of their qualification. They will have to transfer knowledge that they have learnt in Unit 1 and 2 to assess and evaluate a performance. Students will highlight strengths and areas of improvement within a performance, identifying ways in which they can develop these weaknesses. Practical sporting experience will benefit students when completing their coursework.

Unit 4 (Practical Assessment): Practical Performance (10%)

Students will be assessed in three sports. They must show either two team sports and an individual, or two individual and one team sport. They will take part in a range of sports over the two years, but an external moderator will judge their final assessment mark. If a student specialises in one of the 'off site' activities e.g. swimming or skiing, then video evidence will need to be provided. Students are assessed in their ability to select and perform skills consistently, whilst showing control and fluency in both conditioned and competitive environments. They will also need to demonstrate good decision making and adapt their performance to suit a variety of situations.

BTEC Tech Award in Sport, Activity and Fitness - Edexcel

The BTEC Tech Award has been developed to acquaint learners with the specific vocational skills, understanding and knowledge required to enter employment within the sport and leisure industry. Students complete three units; two which are internally assessed in the form of coursework and one synoptic exam assessed through a written assessment set and marked by Pearson. The external assessment will be 1 hour and 30 minutes in length. The number of marks for the assessment is 70. The paper will contain a number of short- and extended-answer questions that will assess learners' understanding of the training, nutrition and psychological factors that contribute to participant engagement in sport and activity.

Component 1: Understand the Body and the Supporting Technology for Sport and Activity.

In this component, students explore how technology and injury prevention can promote and support engagement in sport and activity. Students will learn about our body systems are how they work constantly, and that it is through engagement in sport and activity that we can enhance our health. Injuries to the musculoskeletal system will be covered, and you will develop an understanding of causes, treatment and rehabilitation. Technological advances have influenced sport and activity and these will also be taught in Component 1.

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity.

Students develop knowledge and understanding of the factors that contribute to improved fitness for sport and activity, the importance of a healthy diet and the psychological factors, so that you are able to apply knowledge. Fitness testing is learnt as well as methods of training, FITT principles and principles of training. A healthy diet will be discussed and you will explore the importance of macronutrients, micronutrients and hydration. To support our understanding of mental wellbeing, motivation, self-confidence and anxiety will be learnt with their effect on performance discussed.

Component 3: Applying the Principles of Sport and Activity.

Students will develop knowledge of the attributes of successful sports leaders. An understanding of the different target groups that can access activity sessions and the type of sessions that are appropriate for each group will be developed. A sports session will be planned, delivered and evaluated. The skills students have developed in writing a fitness improvement plan will be essential in planning an effective sport and physical activity session. This component will give students an understanding of how sports leaders can provide appropriate activities for selected target groups. Transferable skills such as communication, planning and organisation, which will support your progression to Level 2 or 3 vocational or academic qualifications will be developed.

Physical Education Enrichment activities

We offer a broad range of sports and physical activities for our enrichment activities. We pride ourselves in competing in fixtures against other schools both locally and nationally. Our enrichment activities take place from 3:10pm – 4:10pm Mondays, Wednesdays, Thursdays and Fridays. We

change our activities on a half termly basis. All students are encouraged to attend at least 1 extra-curricular activity to help them develop their subject knowledge, encourage a healthy active lifestyle and allow them to access the wider benefits of participating in regular sport and physical activity. We have an excellent reputation for school sport and have many successful teams in a range of competitions. One of our biggest achievements was finishing 5th out of 16 schools in the most recent City Sports Athletics Competition (2019). We have close links with Derby County, the RFU, Upbeat dance and Moorways Stadium. Other enrichment activities include trips to Derby and Loughborough Universities, the velodrome, Pride Park Stadium and many more.

[*Link to Extra-curricular Timetable*](#)

Social Sciences at Noel-Baker Academy

Key stage 4 Sociology

Sociology is an interesting subject and relevant in many ways to students' lives. In GCSE, a broad introduction to key areas of sociology are studied and students develop an understanding of how society works. It gives students an insight into particular kinds of social relations and different aspects of the social structure of British society.

This specification encourages students to take a questioning approach to evidence and issues, thus developing their critical and evaluative skills. Throughout the course students evaluate how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world.

Pupils will sit AQA GCSE Sociology at the end of year 11.

Assessment—100% exam

Students will have 2 exams at the end of the course.

Paper 1: (50%) The Sociology of Family, Education, Social Theory and Methodology
1 hour and 45 minute written exam.

Paper 2: (50%) The Sociology of Crime and Deviance, Social Stratification and Social Theory and Methodology 1 hour 45 minute written exam.

Units to be studied:

Sociological Perspectives: This underpins all knowledge across the different sociological perspectives. They will learn about the functionalist, Marxist, Weber, feminist and internationalist perspectives. Alongside studying debates such as nature and nurture and the conflict and consensus theories, students will build their understanding of how these different sociological viewpoints can be applied across all the other units which are studied throughout the 2 years.

Education: Students will learn about the different sociological views of the role and functions of education. They will understand how education links into secondary socialisation and the transmission of norms and values. They will study the different factors and processes affecting educational achievement and how class-based inequalities can affect parental choice and competition between schools.

Family: Within this unit, students will study the functions of families and how family forms differ in the UK and within a global context using their knowledge from the sociological perspectives unit. They will learn about the developments in families and how family relationships have changed over time. Students will learn about joint and segregated conjugal roles and the domestic division of labour in both traditional and contemporary families.

Research Methods: Students will study different methods and methodological issues used within the study of sociology. This knowledge of understanding the process of research design will be applied across all the other units within the exam units. Students will learn about the usefulness of primary and secondary data for specific areas of research and learn how to interpret data in a variety of forms.

Crime and Deviance: Students will study the social construction and explanations of concepts of crime and deviance and how formal and informal social control is used within society. They will learn about the causes of crime from different sociological perspectives and factors affecting criminal and deviant behaviour. Students will apply their knowledge from the education and social stratification units to explain crime, poverty and delinquent subcultures. Through their knowledge of research methods, they will understand the sources of data used for crime on patterns and trends for crime figures and dark figures of crime.

Social Stratification: Within this unit, different views of the functionalist theory of social stratification will be studied. Students will build on their knowledge from the sociological perspectives units using Marx and Weber's ideas to explain socio-economic class. They will study the different factors affecting an individual's life chances; using different interpretations of poverty as a social issue.

KS4 GCSE Citizenship - AQA

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. This will involve the students learning about core issues that will impact their lives and the communities they are involved with. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, presenting various viewpoints and planning practical citizenship actions to benefit society.

This qualification will be assessed over two externally assessed papers:

Paper 1 – will involve:

- Section A: Active citizenship
- Section B: Politics and participation

Written exam: 1 hour 45 minutes, 80 marks, and 50% of GCSE. This will be taught in year 11

Paper 2 – will involve:

- Section A: Life in modern Britain
- Section B: Rights and responsibilities

Written exam: 1 hour 45 minutes, 80 marks, and 50% of GCSE. This will be taught in year 10.

Theme 1: Life in Modern Britain; within this unit students will look at the make-up, values and dynamics of contemporary UK society. This will include gaining an understanding on the human, legal, moral rights of all citizens within the UK to gain knowledge on how citizens can participate in both local, National and global identities. They will be able to discuss key issues that impact immigration, how our society is multicultural and the effect this has on identity. Students will evaluate the impact the media has on individual's rights and freedoms, when they should be censored, how they should be regulated and how we should ensure they respect privacy. They will understand the role of the UK in international organisations such as NATO and UN. Evaluating the impact of the European Union and highlight key issues surrounding membership of the European Union is something that will be covered. Students will know how citizens make their voice heard and make a difference in society.

Theme 2: Rights and Responsibilities; within this theme, students will focus on a range of issues surrounding both rights and responsibilities of the country, institutions and citizens with society. The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination. Students will understand the operation of the justice system including the police, judiciary, differences between civil and criminal court and legal representatives. Students will identify the range of rights and laws linked to certain ages and how these are different within varied countries. How citizens can participate within the legal system and the responsibilities with all those involved within the legal system will be covered. The roles played by pressure and interest groups, trade unions, charities and voluntary groups, public institutions and public services in providing a voice and support for different groups in society campaigning to bring about a legal change or to fight an injustice is a focus. Students will explain what Human Rights are and how we ensure as citizens we protect these, including the role of international law in conflict situations and the following treaties;

- the UN Universal Declaration on Human Rights
- the European Convention on Human Rights
- the UN Convention on the Rights of the Child
- The Human Rights Act (1998).

Theme 3: Politics and Participation; when completing this unit students will focus on where the political power within the UK will reside; forms of democracy and the values that underpin this, monarchy, parliament and the relationships between the institutions within the constitution. Students will be able to explain the devolution of power within the UK, how this impacts laws, voting and involvement of the citizens within these areas. The difference between the voting systems and be able to evaluate the impact of these within the UK is an area covered as well as the difference between the executive, the legislature, the judiciary and the monarchy. The nature of bicameral Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch will be covered. The values of the Political parties within the UK, roles of Prime Minister, cabinet members, MP's, role of the civil service and other government organisations will be discussed.

Theme 4: Taking Citizenship Action; taking citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. The students will need to participate in a citizen action either individually or within a group. They will need to ensure they can demonstrate the range of research methods and approaches to campaign key issues, how to present effectively to gain interest of the audience and to be able to evaluate the campaign effectively. Students will be able to choose a key issue that they feel is important to both them individually but the community as well this could range from changing the voting age, to stopping littering, to promoting care for the elderly or to highlight issues of human rights.

KS4 GCSE Citizenship - OCR

This qualification will be assessed over three externally assessed papers:

Paper 1: Citizenship in perspective – 50 marks, 50 minutes, worth 25% of grade

- Covers content from sections 1, 2 and 3

Paper 2: Citizenship in action – 100 marks, 1 hour 45 minutes, worth 50% of grade

- Covers content from sections 1, 2 and 4

Paper 3: Our rights, our society, our world – 50 marks, 1 hour 45 minutes, worth 25% of grade

- Covers content from sections 1 and 3

Section 1: Rights, the law and the legal system in England and Wales. This unit will focus on moral and legal rights and responsibilities of all citizens within the UK. Students will be able to analyse the importance of human rights and how these are protected. Political rights, rights of representation, duties, equalities and freedoms of citizens across the UK and how this can be different is covered. Rules of law, the difference between civil and criminal law, the roles within the justice system, the importance of trade unions and employee associations to protect individuals' rights form this section.

Section 2: Democracy and government. Within this unit the importance of democracy is discussed and how this differs across the world. A key focus of this section is on election and voting system within the UK, the role of the media and free press, and how political systems differ in other countries specifically Switzerland and China and evaluate the impact this has on its democracy.

Section 3: The UK and the wider world. This unit focusses on the sense of identity of all citizens within the UK and challenges misconceptions on the reasoning for immigration within the UK and what influences individual's decisions to move to the UK. Discussions around the importance of community cohesion, the role of the UK in international organisations such as NATO and UN are covered within this section.

Section 4: Citizenship action. Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. The students will need to participate in a citizen action either individually or within a group. They will need to ensure they can demonstrate the range of research methods and approaches to campaign key issues, how to present effectively to gain interest of the audience and to be able to evaluate the campaign effectively. Students will be able to choose a key issue that they feel is important to both them individually but the community as well this could range from changing the voting age, to stop littering, to promote care for the elderly or to highlight issues of human rights. Students should participate in a range of citizenship actions across the course.

Child Development – OCR Cambridge National

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology

Units are as follows;

R018: Health and well-being for child development. This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive. This unit will be externally assessed.

R019: Understand the equipment and nutritional needs of children from birth to five years. Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being. This unit is assessed within school but moderated by the exam board.

R020: Understand the development of a child from birth to five years. Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities. This unit is assessed within school but moderated by the exam board.

Social Sciences Enrichment activities

Students will have access to speakers and a vast co-curricular offer, which will further build on their knowledge, giving them the opportunity to apply their understanding into everyday situations.

Further studies and career progression within the Physical, Social and Emotional Education Faculty

Colleges and Universities look favourably on qualifications in Physical Education particularly for the study of Sport science and biology, sports therapy and technology. For Social Sciences, particularly for the study of subjects such as psychology, politics, history and law. Students with qualifications in Sociology can access a wide variety of careers, including research, the police, law, social work, teaching, human resources. Students with qualifications in Physical education can access careers in coaching, leadership, teaching, the police, the Army, sports analysis, sports therapy, sports technology and many more.

PSHE at Noel-Baker Academy

As an Academy it is our obligation to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and prepare pupils at the Academy for the opportunities, responsibilities and experiences of later life. PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. The Department for Education guidance states that PSHE should be 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.' By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we expect our PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of all of our pupils.

Personal, Social and Health Education (PSHE) at Key Stage 3, 4 & 5 endeavours to help pupils to lead confident, healthy and responsible lives as individuals and members of our Academy community and in the wider society. Through work in Daily PSHE lessons and a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

PSHE also gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people. It also develops pupils' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Alongside more traditional topics of PSHE, we use the programme 'Character and Culture', which is devised to support all of our students from year 7 through to year 11, in making healthy choices and developing their individual character as well as the culture of the academy. We believe in teaching our students the skills they require to succeed in the working world and in their futures.

The three main focal areas of the 'Character and Culture' programme are,

1) Them and Us

In this element of the programme students develop their ideas about their place in the world, their lives and the academy. It is about developing a positive and supportive culture within Noel-Baker Academy. This element contains 3 strands:

Acts of kindness: Students explore how they should not only be kind to those around them but that they should also be kind to themselves. It looks at developing tolerance of those

that are different from ourselves and that even though they may be different, we are still kind to them.

Showing respect: Students learn that it is important to have self-respect and discover what their strengths are. They learn how to show respect to all people whatever a situation and to have empathy.

Living without harm: Students learn how to get help when they or someone else is in trouble. They learn how they can support the more vulnerable members of our society. The students explore to what extent their choices have consequences good and bad.

2) LORIC (Leadership, Organisation, Resilience, Initiative, Communication)

This element of the programme, develops the individual and how the students can improve their personal skills.

Leadership: Students explore different types of leaders and how they can develop themselves in to confident leaders.

Organisation: Students learn how important even basic organisation can be in aiding them to succeed in the future. Students learn strategies and tactics to help them organise themselves.

Resilience: To be a success, it is important our students understand that there will be times when they struggle with factors out of their control. In this section, students will learn strategies to help them become more resilient so that they can 'bounce back' and succeed.

Initiative: When exploring this topic, students explore the importance of a growth mind-set. They will explore how they can work through problems and the different ways they can approach them.

Communication: During this unit, students explore how they can communicate clearly with a variety of audiences to get their desired outcome. IT is about adapting their approach dependent on the circumstance they are in.

3) Health and wellbeing

In this section of the programme, students explore why it is equally important to look after their mental health and how they can build a healthy mind. Students discover what they can do to help themselves and where to find help if they need it.

Alongside the 'Character and Culture' programme, students will study the following topics in each year:

Year 7

Friendships and trust: Students to extend the theme of relationships and start to consider conflict resolution. They explore the idea of friendships and what that means. Students consider the role of the internet and social media in relationships and begin to explore the idea of safety and mistrust.

E-safety: Students will learn how to keep them safe self when using the internet. What to do if something happens, who they can speak to. The effects if they don't keep safe.

Exercise, Hygiene and medicine: Students will learn the importance of taking increased responsibility for their own personal hygiene, to recognise and manage what influences their choices about exercise, the safe use of prescribed and over the counter medicines and the purpose and importance of immunisation and vaccination.

Ambition and Motivation: Students will learn about different work roles and career pathways, including clarifying their own early aspirations, to recognise that they have the same rights to opportunities in learning and work as other people and to recognise and challenge stereotypes.

Puberty: Students to learn about how puberty affects an individual physically, emotionally, mentally and socially. Provide students with strategies to combat the affects that they may come across.

My Identity: Students to reflect on their own identify and what makes them who they are. To discuss how identity is influenced by the community they live in. To understand within society, the differences linked to disability, age, gender, sex, race and religion

Year 8

Peer pressure: This unit is about peer pressure, persuasion and coercion. It covers the dangers of these things and leads into the learners looking at and considering the impact of these issues in gang culture.

Relationships: In this unit students are asked to think about relationships and the need for attraction. Expectations of relationships are considered and that there is diversity in attraction. This leads into media influences and grooming through the internet.

How are we different?: To explore how society is built of a range of cultures and how this has changed over time. To discuss how discrimination may occur because of diversity and the effects of this.

Finance: Students will learn about budgeting, assessing and managing risk in relation to financial decisions that young people might make, about gambling and its consequences (including on-line gambling), why people might choose to gamble and how the gambling industry encourages gambling.

Politics and me: Pupils will consider the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch and the operation of Parliament, including voting and elections, and the role of political parties.

Families and change: Students will learn the different nature of families and the relationships within them. They will explore how these relationships can be affected by different factors such as age, gender and power. Students will explore the effects of change such as bereavement and divorce.

Exercise, diet and the media: Students will learn about the benefits of a healthy lifestyle including the importance of sleep. They will think about a balanced diet, dieting and influences around food choices, the media portrayal of body image and eating disorders.

Year 9

Kids having kids: This unit is around consent and control. It asks young people to think about intimacy and waiting for intimacy until you are ready. This leads into the problems around unprotected sex and unwanted pregnancy.

Drug awareness: Students are taught about cannabis, cocaine and heroin. The dangers and consequences of these drugs and their impact on society. They are also encouraged to think about the law and the implications of medicinal cannabis on society.

Health and Wellbeing: Students to learn about how to identify issues with self-esteem. To develop an understanding of the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up.

Ambition and Options: This unit is all about enterprise and the skills that the young people have. It is about identifying strengths and weaknesses and thinking about future employability.

The long arm of the law: Students will learn the nature of rules, laws and the justice system, including the role of the police and the operation of courts, laws relating to the carrying of offensive weapons and the roles played by public institutions and voluntary groups in society.

Discrimination: Students will think about the terms associated with gender, sexual orientation and acceptable terminology, the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so. How to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination.

Year 10

Examination preparations: Students will learn how to organise themselves when it comes to revising for exams. They will explore different methods of revision.

The world of work: Students to develop an understanding of employability. To be provided with the knowledge of the range of pathways for career progression including further education, apprenticeships etc. Students will also learn about the roles and responsibilities of the world of the work.

Health and wellbeing: Students will learn how to live a healthy lifestyle and how this can impact all aspects of their lives. To learn how to get support if required. To know how the media may impact how you view yourself and the risks associated with this including cosmetic procedures.

The impact of Drugs: Students to discuss how different drugs may impact individuals in society. Will understand the issue of addiction and how it can lead to individuals taking different drugs and committing crime.

Power and Politics: Pupils will consider the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch and the operation of Parliament, including voting and elections, and the role of political parties

Relationships: Students to learn about the varied relationship in their lives and how to cope with changes that may occur. To be provided with the knowledge of how to recognise an unhealthy relationship. Will be provided with strategies to manage strong emotions and feelings and be able to recognise the characteristics and benefits of positive, strong, supportive, equal relationships

Being safe and issues of consent: Students will be able to discuss how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity. Be able to understand how to be safe linked with contraception, and the consequences of not being safe.

Money matters: Pupils will delve into the world of money. To discuss issues of budgeting, debt and wages. To understand the impact debt may have on them individually and their family

Year 11

Examination preparations: Students will learn how to organise themselves when it comes to revising for exams. They will explore different methods of revision.

Independent living: Students to focus on the skills required to be independent. This focusses on budgeting, the emotional impact, leading a healthy lifestyle and make the right choices.

What pathway?: Students to gain an understanding on how to progress within education whether this is further education or apprenticeship. Students to focus on how to evaluate their skills and be able to present these within CVs and application forms.

The law and me: Students will learn the nature of rules, laws and the justice system, including the role of the police and the operation of courts, laws relating to the carrying of offensive weapons and the roles played by public institutions and voluntary groups in society. To understand how their role within society changes at different ages.

Fantasy vs reality: To explore the influence of media on pornography and the sexualisation of the high street. To understand how this impacts views from society on attitudes to sex.

Diverse society: To explore how society is built of a range of cultures and how this has changed over time. To discuss how discrimination may occur because of diversity and the effects of this.