

TNHA Curriculum Planning Document Subject: LOOL Year: 10

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Unit title	Extremism	How can we prevent	SLEEP	Personal Finance	Conflict Management /	
		radicalisation and	I can describe a		resolution	Mental Health
	To think critically	extremism?	range of	Explain why		and suicide
	about extremism		strategies for	certain people are	Identify at least three	
	and intolerance in	How long has there	ensuring	refused credit,	new strategies to	Correctly identify
	whatever forms	been conflict in the	appropriate sleep	how debits aren't	resolve and manage	warning signs
	they take.	Middle East?	patterns and	necessarily bad	conflict as well as the	from those who
			suggest advice for	and the definition	different situations	may intend on
	What is online	What is Sharia Law?	those struggling	of interest free	these can be used in.	suicide, describe
	radicalisation and	How to recognize a	to sleep.	credit.	Describe in detail how	ways we can
	why is it a	'cult'; how it differs			you could resolve or	support those
	problem?	from other types of	I can explain how	Describe possible	manage different	with depression.
		groups, how cults	lifestyle choices	ways for us to	conflicts using the	
	To recognize the	recruit.	can affect sleep	avoid getting into	strategies you will learn	Describe the
	shared		quality	debt and to	about today.	factors that
	responsibility to	How can religious		ensure we keep	Explain why some	contribute
	protect the	leaders be really	I can explain the	our finances in	conflict strategies	towards some
	community from	dangerous?	importance of	credit and the	would work better than	people
	violent extremism		sleep for	dangers of high	others in particular	committing
	and how to		wellbeing and	interest debits.	situations and analyse	suicide, the
	respond to	To understand how we	brain function —		what the likely outcome	biggest risk
	anything that	might experience	particularly during	Correctly identify	would be.	factors and what
	causes anxiety or	exploitation within	adolescence	situations where a		we can do to aid
	concern.	relationships.		person is likely to		prevention.
			Knife Crime	be refused or	Forced marriage and	
			. I can explain how	accepted for	arranged marriage	Explain why
			young people can	credit.		people commit
			make the decision		Correctly identify cases	suicide, why
			to be knife free,	Explain the	of both arranged and	people find it
			understand how	meaning of	forced marriages and	difficult to
			people can get	complex financial	begin to describe the	communicate
			support and can	terms and create	differences.	their thoughts and
			give advice to	budgets to		



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	thers about	challenge your	Describe why certain	the best ways to
be	ecoming knife	partner to save	case studies are forced	offer support.
fre	ree.	and borrow	or arranged and where	
		responsibly.	victims can find help.	
l l c	can explain how			Consent and Rape
to	o make decisions,	Describe ways we	Explain the differences	
de	emonstrate	can sensibly	between forced and	Identify cases
re	esilience and	manage our	arranged marriages in	where sexual
m	nanage risk.	personal and	detail and how a person	boundaries have
		household	can access help at	been crossed and
	can challenge	budgets and how	different stages in the	a crime has been
co	ommon myths	we can save	proceedings using new	committed.
ab	bout carrying a	money.	key terms.	
kn	nife and explain			Classify cases
hc	ow it can impact			according to
a	person's future.	Correctly identify		sexual crime,
		situations where a	Mental Health and	explaining how
Ar	nimal Rights	person spending	Social anxiety	you know which it
	_	over their budget	-	is. Describe
Ex	xplain	and where they	Identify what causes	whether society
ar	rticulately using	could be saving.	people to have social	does enough to
l ne	ew key		anxiety and the physical	prevent these.
te	erminology in the	Explain why	symptoms of the	
co	orrect context	certain people	condition	Explain why many
th	he arguments	have to pay more		people don't
ar	nd counter	tax and calculate	Describe the different	report sexual
ar	rguments for	their additional	treatments available to	crimes and
re	educing meat	contributions and	people with social	analyse whether
co	onsumption,	student loans	anxiety	our society could
ar	nalysing whether	rates.	·	do more to
aı	meat tax should		Explain how social	prevent sexual
be	e introduced	Describe what NI	anxiety is caused by	crimes.
		and tax is spent	chemicals in the body	
l la	can explain why	on and explain	and reactions in the	Plastic Pollution
	ve need to	whether or not	mind	
	onsume less	you think the tax		
	I	,		



meat and your	system is fair.	Correctly identify
opinion on	Correctly match	and describe
whether animals	up the financial	problems plastic
should have rights	terms used so far.	pollution currently
as well as the		presents and how
counter		we can help waste
arguments	Correctly identify	minimalization.
	the different	
I can Correctly	items on a	
identify	person's payslip	Explain the main
arguments for	and calculate	issues articulately
animal rights and	some tax and	using new key
minimising our	national insurance	terminology and
consumption of	contributions	statistics. Describe
meat.		alternative
	Explain how	solutions.
	budgets are	
	managed to make	Analyse why
	provision for	pollution is
	welfare, health,	increasing from
	the elderly and	the developing
	education.	world, the extent
		to which our
	Describe how	individual actions
	public money is	can help and why
	divided into	plastic as a
	funding for	material is so
	essential services	problematic.
	and how decisions	p. 6.6
	are made about	
	the allocation of	
	funding.	
	Correctly identify	
	public and private	
	sector institutions	
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				and how they are		
				funded.		
SMSC/Cultural	The intention is	The intention is to	The intention to	The intention is	The intention is to	The intention is
Capital/Character/FBV-	to allow students	allow students the	allow students	to allow	allow students the	to allow
outline specific areas that	the opportunity	opportunity to show	the opportunity	students the	opportunity to show	students the
are covered in this unit	to show SMSC	SMSC via:	to show SMSC	opportunity to	SMSC via:	opportunity to
	via:		via:	show SMSC via:		show SMSC via:
		An ability to be			An ability to be	5.1011 51115 51141
	An ability to be	reflective about their	An ability to be	An ability to be	reflective about their	An ability to be
	•		•	=		· ·
	reflective about	own beliefs, religious or	reflective about	reflective about	own beliefs, religious or	reflective about
	their own beliefs,	otherwise, that inform	their own beliefs,	their own beliefs,	otherwise, that inform	their own beliefs,
	religious or	their perspective on life	religious or	religious or	their perspective on life	religious or
	otherwise, that	and their interest in and	otherwise, that	otherwise, that	and their interest in and	otherwise, that
	inform their	respect for different	inform their	inform their	respect for different	inform their
	perspective on life	people's faiths, feelings	perspective on life	perspective on life	people's faiths, feelings	perspective on life
	and their interest	and values	and their interest	and their interest	and values	and their interest
	in and respect for		in and respect for	in and respect for		in and respect for
	different people's	A sense of enjoyment	different people's	different people's	A sense of enjoyment	different people's
	faiths, feelings and	and fascination in	faiths, feelings	faiths, feelings	and fascination in	faiths, feelings
	values	learning about	and values	and values	learning about	and values
		themselves, others and			themselves, others and	
	A sense of	the world around them	A sense of	A sense of	the world around them	A sense of
	enjoyment and		enjoyment and	enjoyment and		enjoyment and
	fascination in	A use of imagination	fascination in	fascination in	A use of imagination	fascination in
	learning about	and creativity in	learning about	learning about	and creativity in	learning about
	themselves, others	learning	themselves,	themselves,	learning	themselves,
	and the world	Icarrillig	others and the	others and the	Icai iiiiig	others and the
	around them		world around	world around		world around
	around them	Willingness to reflect on	them	them	Willingness to reflect on	them
		their experiences	uiciii	uiciii	their experiences	uieiii
	A use of					
	imagination and	An ability to recognise	A use of	A use of	An ability to recognise	A use of
		the difference between	imagination and	imagination and	the difference between	imagination and
		right and wrong and			right and wrong and	



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creativity in	readily apply this	creativity in	creativity in	readily apply this	creativity in
learning	understanding in their	learning	learning	understanding in their	learning
	own lives, recognise			own lives, recognise	
Willingness to	legal boundaries and, in	Willingness to	Willingness to	legal boundaries and, in	Willingness to
reflect on their	so doing, respect the	reflect on their	reflect on their	so doing, respect the	reflect on their
experiences	civil and criminal law of	experiences	experiences	civil and criminal law of	experiences
	England			England	
An ability to		An ability to	An ability to		An ability to
recognise the	An understanding of the	recognise the	recognise the	An understanding of the	recognise the
difference between	consequences of their	difference	difference	consequences of their	difference
right and wrong	behaviour and actions	between right and	between right and	behaviour and actions	between right and
and readily apply		wrong and readily	wrong and readily		wrong and readily
this understanding	An interest in	apply this	apply this	An interest in	apply this
in their own lives,	investigating and	understanding in	understanding in	investigating and	understanding in
recognise legal	offering reasoned views	their own lives,	their own lives,	offering reasoned views	their own lives,
boundaries and, in	about moral and ethical	recognise legal	recognise legal	about moral and ethical	recognise legal
so doing, respect	issues and ability to	boundaries and,	boundaries and,	issues and ability to	boundaries and, in
the civil and	understand and	in so doing,	in so doing,	understand and	so doing, respect
criminal law of	appreciate the	respect the civil	respect the civil	appreciate the	the civil and
England	viewpoints of others on	and criminal law	and criminal law	viewpoints of others on	criminal law of
	these issues	of England	of England	these issues	England
An understanding					
of the	An understanding and	An understanding	An understanding	An understanding and	An understanding
consequences of	appreciation of the	of the	of the	appreciation of the	of the
their behaviour and	wide range of cultural	consequences of	consequences of	wide range of cultural	consequences of
actions	influences that have	their behaviour	their behaviour	influences that have	their behaviour
	shaped their own	and actions	and actions	shaped their own	and actions
An interest in	heritage and those of			heritage and those of	
investigating and	others	An interest in	An interest in	others	An interest in
offering reasoned		investigating and	investigating and		investigating and
views about moral	An understanding and	offering reasoned	offering reasoned	An understanding and	offering reasoned
and ethical issues	appreciation of the	views about moral	views about moral	appreciation of the	views about moral
and ability to	range of different	and ethical issues	and ethical issues	range of different	and ethical issues
understand and	cultures within school	and ability to	and ability to	cultures within school	and ability to
appreciate the	and further afield as an	understand and	understand and	and further afield as an	understand and
viewpoints of	essential element of	appreciate the	appreciate the	essential element of	appreciate the



others on these	their preparation for life	viewpoints of	viewpoints of	their preparation for life	viewpoints of
issues	in modern Britain	others on these	others on these	in modern Britain	others on these
		issues	issues		issues
An understanding	A knowledge of Britain's			A knowledge of Britain's	
and appreciation of	democratic	An understanding	An understanding	democratic	An understanding
the wide range of	parliamentary system	and appreciation	and appreciation	parliamentary system	and appreciation
cultural influences	and its central role in	of the wide range	of the wide range	and its central role in	of the wide range
that have shaped	shaping our history and	of cultural	of cultural	shaping our history and	of cultural
their own heritage	values, and in	influences that	influences that	values, and in	influences that
and those of others	continuing to develop	have shaped their	have shaped their	continuing to develop	have shaped their
	Britain	own heritage and	own heritage and	Britain	own heritage and
An understanding		those of others	those of others		those of others
and appreciation of	An interest in exploring,			An interest in exploring,	
the range of	improving	An understanding	An understanding	improving	An understanding
different cultures	understanding of and	and appreciation	and appreciation	understanding of and	and appreciation
within school and	showing respect for	of the range of	of the range of	showing respect for	of the range of
further afield as an	different faiths and	different cultures	different cultures	different faiths and	different cultures
essential element	cultural diversity and	within school and	within school and	cultural diversity and	within school and
of their	the extent to which	further afield as	further afield as	the extent to which	further afield as
preparation for life	they understand,	an essential	an essential	they understand,	an essential
in modern Britain	accept, respect and	element of their	element of their	accept, respect and	element of their
	celebrate diversity, as	preparation for	preparation for	celebrate diversity, as	preparation for
A knowledge of	shown by their	life in modern	life in modern	shown by their	life in modern
Britain's	tolerance and attitudes	Britain	Britain	tolerance and attitudes	Britain
democratic	towards different			towards different	
parliamentary	religious, ethnic and	A knowledge of	A knowledge of	religious, ethnic and	A knowledge of
system and its	socioeconomic groups	Britain's	Britain's	socioeconomic groups	Britain's
central role in	in the local, national	democratic	democratic	in the local, national	democratic
shaping our history	and global communities	parliamentary	parliamentary	and global communities	parliamentary
and values, and in		system and its	system and its	•	system and its
continuing to		central role in	central role in		central role in
develop Britain	British Values are	shaping our	shaping our	British Values are	shaping our
	frequently referenced,	history and	history and	frequently referenced,	history and
An interest in	as is CEIAG .	values, and in	values, and in	as is CEIAG .	values, and in
exploring,					
improving					



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	understanding of		continuing to	continuing to		continuing to
	and showing		develop Britain	develop Britain		develop Britain
	respect for		i			
	different faiths and		An interest in	An interest in		An interest in
	cultural diversity		exploring,	exploring,		exploring,
	and the extent to		improving	improving		improving
	which they		understanding of	understanding of		understanding of
	understand,		and showing	and showing		and showing
	accept, respect and		respect for	respect for		respect for
	celebrate diversity,		different faiths	different faiths		different faiths
	as shown by their		and cultural	and cultural		and cultural
	tolerance and		diversity and the	diversity and the		diversity and the
	attitudes towards		extent to which	extent to which		extent to which
	different religious,		they understand,	they understand,		they understand,
	ethnic and		accept, respect	accept, respect		accept, respect
	socioeconomic		and celebrate	and celebrate		and celebrate
	groups in the local,		diversity, as	diversity, as		diversity, as
	national and global		shown by their	shown by their		shown by their
	communities .		tolerance and	tolerance and		tolerance and
	İ		attitudes towards	attitudes towards		attitudes towards
	British Values are		different religious,	different religious,		different religious,
	frequently		ethnic and	ethnic and		ethnic and
	referenced, as is		socioeconomic	socioeconomic		socioeconomic
	CEIAG .		groups in the	groups in the		groups in the
	İ		local, national and	local, national and		local, national and
	İ		global	global		global
	l		communities .	communities .		communities .
	l		British Values are	British Values are		British Values are
	İ		frequently	frequently		frequently
	ĺ		referenced, as is	referenced, as is		referenced, as is
	l		CEIAG.	CEIAG.		CEIAG.
Assessment Opportunities	Work is marked in	Work is marked in line	Work is marked in	Work is marked in	Work is marked in line	Work is marked in
L	line with the	with the academy	line with the	line with the	with the academy	line with the



	academy policy.	policy. There are no end	academy policy.	academy policy.	policy. There are no end	academy policy.
	There are no end of	of unit assessments.	There are no end	There are no end	of unit assessments.	There are no end
	unit assessments.	Student voice activities	of unit	of unit	Student voice activities	of unit
	Student voice	evidence that they are	assessments.	assessments.	evidence that they are	assessments.
	activities evidence	appreciative of	Student voice	Student voice	appreciative of	Student voice
	that they are	receiving the PSHE	activities evidence	activities evidence	receiving the PSHE	activities evidence
	appreciative of	content and know that	that they are	that they are	content and know that	that they are
	receiving the PSHE	this will keep them safe	appreciative of	appreciative of	this will keep them safe	appreciative of
	content and know	and prepare them for	receiving the	receiving the	and prepare them for	receiving the PSHE
	that this will keep	the wider world.	PSHE content and	PSHE content and	the wider world.	content and know
	them safe and		know that this will	know that this will		that this will keep
	prepare them for		keep them safe	keep them safe		them safe and
	the wider world.		and prepare them	and prepare them		prepare them for
			for the wider	for the wider		the wider world.
			world.	world.		
Links to other units in	See attached					
KS3/4.	Document/					



TNHA Curriculum Planning Document Subject: LOOL Year: 11

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Unit title	Personal	Revision Skills	Personal Revision	Personal Revision		
	Statements					
		Students can identify	I have managed	I have managed		
	I have read some	their learning type	my own time to	my own time to		
	examples of recent	Students can describe	create a Revision	create a Revision		
	Personal	the main methods of	Timetable and	Timetable and		
	Statements and	revision.	completed	completed		
	identified what I	Students can explain	personal revision.	personal revision.		
	need to include in	which revision methods	I have identified	I have identified		
	my own .	they will use, based on	which revision	which revision		
	I have added to my	their learning type.	strategies work	strategies work		
	list of statements		for me and am	for me and am		
	about myself that I		using these.	using these.		
	want to include.					
	I have understood	Students can describe				
	the importance of	what a mind map is				
	'selling myself' in	Students can evaluate				
	my Personal	the advantages and				
	Statement	disadvantages of using				
		mind maps.				
	I have evaluated	Students can create a				
	my Personal	mind map using specific				
	Statement so far	subject information.				
	and have identified					
	how I could					
	improve it.					
	I have begun the					
	process of					
	improving my					
	Personal					
	Statement.					



SMSC/Cultural	The intention is	The intention is to	The intention to	The intention is	The intention is to	The intention is
Capital/Character/FBV-	to allow students	allow students the	allow students	to allow	allow students the	to allow
outline specific areas that	the opportunity	opportunity to show	the opportunity	students the	opportunity to show	students the
are covered in this unit	to show SMSC	SMSC via:	to show SMSC	opportunity to	SMSC via:	opportunity to
	via:	omoc via.	via:	show SMSC via:		show SMSC via:
		An ability to be			An ability to be	
	An ability to be	reflective about their	An ability to be	An ability to be	reflective about their	An ability to be
	reflective about	own beliefs, religious or	reflective about	reflective about	own beliefs, religious or	reflective about
	their own beliefs,	otherwise, that inform	their own beliefs,	their own beliefs,	otherwise, that inform	their own beliefs,
	religious or	their perspective on life	religious or	religious or	their perspective on life	religious or
	otherwise, that	and their interest in and	otherwise, that	otherwise, that	and their interest in and	otherwise, that
	inform their	respect for different	inform their	inform their	respect for different	inform their
	perspective on life	people's faiths, feelings	perspective on life	perspective on life	people's faiths, feelings	perspective on life
	and their interest	and values	and their interest	and their interest	and values	and their interest
	in and respect for	and values	in and respect for	in and respect for	and values	in and respect for
	different people's	A	different people's	different people's	A	different people's
	faiths, feelings and	A sense of enjoyment	faiths, feelings	faiths, feelings	A sense of enjoyment	faiths, feelings
	values	and fascination in	and values	and values	and fascination in	and values
	values	learning about	and values	and values	learning about	and values
	A	themselves, others and	A	Af	themselves, others and	Af
	A sense of	the world around them	A sense of	A sense of	the world around them	A sense of
	enjoyment and		enjoyment and	enjoyment and		enjoyment and
	fascination in	A use of imagination	fascination in	fascination in	A use of imagination	fascination in
	learning about	and creativity in	learning about	learning about	and creativity in	learning about
	themselves, others and the world	learning	themselves, others and the	themselves, others and the	learning	themselves, others and the
	and the world			world around		world around
	around them	Willingness to reflect on	world around		Willingness to reflect on	
		their experiences	them	them	their experiences	them
	A use of					
	imagination and	An ability to recognise	A use of	A use of	An ability to recognise	A use of
	creativity in	the difference between	imagination and	imagination and	the difference between	imagination and
	learning	right and wrong and	creativity in	creativity in	right and wrong and	creativity in
		readily apply this	learning	learning	readily apply this	learning
	Willingness to	understanding in their			understanding in their	
	reflect on their	own lives, recognise			own lives, recognise	
	experiences	legal boundaries and, in			legal boundaries and, in	
		so doing, respect the			so doing, respect the	



An ability to	civil and criminal law of	Willingness to	Willingness to	civil and criminal law of	Willingness to
recognise the	England	reflect on their	reflect on their	England	reflect on their
difference betwee	า	experiences	experiences		experiences
right and wrong	An understanding of the			An understanding of the	
and readily apply	consequences of their	An ability to	An ability to	consequences of their	An ability to
this understanding	behaviour and actions	recognise the	recognise the	behaviour and actions	recognise the
in their own lives,		difference	difference		difference
recognise legal	An interest in	between right and	between right and	An interest in	between right and
boundaries and, in	investigating and	wrong and readily	wrong and readily	investigating and	wrong and readily
so doing, respect	offering reasoned views	apply this	apply this	offering reasoned views	apply this
the civil and	about moral and ethical	understanding in	understanding in	about moral and ethical	understanding in
criminal law of	issues and ability to	their own lives,	their own lives,	issues and ability to	their own lives,
England	understand and	recognise legal	recognise legal	understand and	recognise legal
	appreciate the	boundaries and,	boundaries and,	appreciate the	boundaries and, in
An understanding	viewpoints of others on	in so doing,	in so doing,	viewpoints of others on	so doing, respect
of the	these issues	respect the civil	respect the civil	these issues	the civil and
consequences of		and criminal law	and criminal law		criminal law of
their behaviour an	d An understanding and	of England	of England	An understanding and	England
actions	appreciation of the			appreciation of the	
	wide range of cultural	An understanding	An understanding	wide range of cultural	An understanding
An interest in	influences that have	of the	of the	influences that have	of the
investigating and	shaped their own	consequences of	consequences of	shaped their own	consequences of
offering reasoned	heritage and those of	their behaviour	their behaviour	heritage and those of	their behaviour
views about moral	others	and actions	and actions	others	and actions
and ethical issues	Others			others	
and ability to	An understanding and	An interest in	An interest in	An understanding and	An interest in
understand and	appreciation of the	investigating and	investigating and		investigating and
appreciate the	range of different	offering reasoned	offering reasoned	appreciation of the range of different	offering reasoned
viewpoints of	cultures within school	views about moral	views about moral	cultures within school	views about moral
others on these		and ethical issues	and ethical issues		and ethical issues
issues	and further afield as an	and ability to	and ability to	and further afield as an	and ability to
1-5-2-5-5	essential element of	understand and	understand and	essential element of	understand and
An understanding	their preparation for life	appreciate the	appreciate the	their preparation for life	appreciate the
and appreciation o	in modern Britain	viewpoints of	viewpoints of	in modern Britain	viewpoints of
the wide range of		viewpolitis of	viewpolitis of		viewpolitis of
cultural influences	A knowledge of Britain's			A knowledge of Britain's	
cultural lilliderices	democratic			democratic	



T	T	I	T	T	
that have shaped	parliamentary system	others on these	others on these	parliamentary system	others on these
their own heritage	and its central role in	issues	issues	and its central role in	issues
and those of others	shaping our history and			shaping our history and	
	values, and in	An understanding	An understanding	values, and in	An understanding
An understanding	continuing to develop	and appreciation	and appreciation	continuing to develop	and appreciation
and appreciation of	Britain	of the wide range	of the wide range	Britain	of the wide range
the range of		of cultural	of cultural		of cultural
different cultures	An interest in exploring,	influences that	influences that	An interest in exploring,	influences that
within school and	improving	have shaped their	have shaped their	improving	have shaped their
further afield as an	understanding of and	own heritage and	own heritage and	understanding of and	own heritage and
essential element	showing respect for	those of others	those of others	showing respect for	those of others
of their	different faiths and			different faiths and	
preparation for life	cultural diversity and	An understanding	An understanding	cultural diversity and	An understanding
in modern Britain	the extent to which	and appreciation	and appreciation	the extent to which	and appreciation
	they understand,	of the range of	of the range of	they understand,	of the range of
A knowledge of	accept, respect and	different cultures	different cultures	accept, respect and	different cultures
Britain's	celebrate diversity, as	within school and	within school and	celebrate diversity, as	within school and
democratic	shown by their	further afield as	further afield as	shown by their	further afield as
parliamentary	tolerance and attitudes	an essential	an essential	tolerance and attitudes	an essential
system and its	towards different	element of their	element of their	towards different	element of their
central role in	religious, ethnic and	preparation for	preparation for	religious, ethnic and	preparation for
shaping our history	socioeconomic groups	life in modern	life in modern	socioeconomic groups	life in modern
and values, and in	in the local, national	Britain	Britain	in the local, national	Britain
continuing to	and global communities	Britain	Diftairi	and global communities	Birtain
develop Britain		A lun avvil a disa a f	A kasaaladaa af		A lunavidadas af
develop Britain		A knowledge of	A knowledge of		A knowledge of
An internation	British Values are	Britain's	Britain's	British Values are	Britain's
An interest in	frequently referenced,	democratic	democratic	frequently referenced,	democratic
exploring,	as is CEIAG .	parliamentary	parliamentary	as is CEIAG .	parliamentary
improving	as is CLIAU.	system and its	system and its	as is CLIAU.	system and its
understanding of		central role in	central role in		central role in
and showing		shaping our	shaping our		shaping our
respect for		history and	history and		history and
different faiths and		values, and in	values, and in		values, and in
cultural diversity		continuing to	continuing to		continuing to
and the extent to		develop Britain	develop Britain		develop Britain
which they					



	understand,		An interest in	An interest in		An interest in
	accept, respect and		exploring,	exploring,		exploring,
	celebrate diversity,		improving	improving		improving
	as shown by their		understanding of	understanding of		understanding of
	tolerance and		and showing	and showing		and showing
	attitudes towards		respect for	respect for		respect for
	different religious,		different faiths	different faiths		different faiths
	ethnic and		and cultural	and cultural		and cultural
	socioeconomic		diversity and the	diversity and the		diversity and the
	groups in the local,		extent to which	extent to which		extent to which
	national and global		they understand,	they understand,		they understand,
	communities .		accept, respect	accept, respect		accept, respect
			and celebrate	and celebrate		and celebrate
	British Values are		diversity, as	diversity, as		diversity, as
	frequently		shown by their	shown by their		shown by their
	referenced, as is		tolerance and	tolerance and		tolerance and
	CEIAG.		attitudes towards	attitudes towards		attitudes towards
			different religious,	different religious,		different religious,
			ethnic and	ethnic and		ethnic and
			socioeconomic	socioeconomic		socioeconomic
			groups in the	groups in the		groups in the
			local, national and	local, national and		local, national and
			global	global		global
			communities .	communities .		communities .
			British Values are	British Values are		British Values are
			frequently	frequently		frequently
			referenced, as is	referenced, as is		referenced, as is
			CEIAG .	CEIAG .		CEIAG.
Assessment Opportunities	Work is marked in	Work is marked in line	Work is marked in	Work is marked in	Work is marked in line	Work is marked in
	line with the	with the academy	line with the	line with the	with the academy	line with the
	academy policy.	policy. There are no end	academy policy.	academy policy.	policy. There are no end	academy policy.
	There are no end of	of unit assessments.	There are no end	There are no end	of unit assessments.	There are no end
	unit assessments.					
			I	I	l	J



	Student voice	Student voice activities	of unit	of unit	Student voice activities	of unit
	activities evidence	evidence that they are	assessments.	assessments.	evidence that they are	assessments.
	that they are	appreciative of	Student voice	Student voice	appreciative of	Student voice
	appreciative of	receiving the PSHE	activities evidence	activities evidence	receiving the PSHE	activities evidence
	receiving the PSHE	content and know that	that they are	that they are	content and know that	that they are
	content and know	this will keep them safe	appreciative of	appreciative of	this will keep them safe	appreciative of
	that this will keep	and prepare them for	receiving the	receiving the	and prepare them for	receiving the PSHE
	them safe and	the wider world.	PSHE content and	PSHE content and	the wider world.	content and know
	prepare them for		know that this will	know that this will		that this will keep
	the wider world.		keep them safe	keep them safe		them safe and
			and prepare them	and prepare them		prepare them for
			for the wider	for the wider		the wider world.
			world.	world.		
Links to other units in	See attached					
KS3/4.	Document/					