

<i>Autumn 01</i> <i>8 lessons (weeks 1-8)</i>	<i>Autumn 02</i> <i>7 lessons (weeks 9-15)</i>
<p><b>Subject Content</b> <u>Careers: Leadership and choices</u></p> <p><b>Knowledge and Skills</b> This unit aims to equip students with a deeper understanding of Post-16 options and career pathways, to enable them to make more informed choices Post-16.</p> <p>The unit has a primary focus on post-16 options and the range of options available to students, providing students with a space to explore the range of options available to them in the post-16 sphere.</p> <p>The unit also explores the concept of leadership, giving students an opportunity to reflect on their experiences and leadership traits and those of others and in this context, how they can leverage their experiences and leadership skills in applications – both in person and on paper.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b> <u>Religious Education: Christianity</u></p> <p><b>Knowledge and Skills</b> An exploration into the cultural and religious practices of Christianity – from origins to key teachings to responses to modern problems. Religious Education is taught each year through a half term in Fantastic Futures. Religious Education is vital to the personal development of students and to creating and maintaining community cohesion, by promoting mutual respect and tolerance in a diverse society. During Year 10, all students will have an opportunity to visit a cathedral as part of the Fantastic Futures curriculum offer. This unit aims to:</p> <ul style="list-style-type: none"> <li>• Stimulate students’ awareness and understanding of religion, in particular Christianity</li> <li>• Provide an opportunity for students develop an awareness of Christianity; to explore its origins and key beliefs and the religious practices of those who follow Christian teachings in different forms</li> <li>• Improve the RE literacy of students and their knowledge of technical vocabulary such as atheism and monotheism</li> <li>• Explore cultural and religious difference and similarity, promoting mutual respect and tolerance (British Values) by providing students with the opportunity to make comparisons between their own beliefs, traditions and cultural practices and those of others</li> <li>• Provide a space for the cultural and spiritual awareness of students to develop</li> </ul> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To reflect on post-16 aspirations and future goals</li> <li>• To develop an awareness of different post-16 options</li> <li>• To understand the key differences between different Post-16 pathways and terms such as BTEC and A Level</li> <li>• To recognise the benefits and advantages of different post-16 options</li> <li>• To explore leadership and understand different leadership qualities</li> <li>• To develop a deeper understanding of personal branding and the application process</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• Articulate key facts about Christianity</li> <li>• explain key Christian beliefs about the world, life and the afterlife.</li> <li>• Recognise the key practices and traditions of those of the Christian faith</li> <li>• Compare their own theological beliefs with Christian teachings</li> </ul>
<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>	<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>

<i>Spring 01</i> <i>6 Lessons (weeks 16-22)</i>	<i>Spring 02</i> <i>6 Lessons (weeks 23-27)</i>
<p><b>Subject Content</b> <b><u>RSE: Sexual Health and Safe Sex</u></b></p> <p><b>Knowledge and Skills</b> Through this unit students explore key issues relating to sexual health and safe sex, developing an understanding of consent; the link between sexual conduct and responsibility; contraception; teenage pregnancy; pornography and sexually transmitted infections.</p> <p>The unit develops student’s awareness of good sexual health, providing students with access to high quality information that aims to help them reduce the risk of unintended pregnancy, illness or trauma and make informed ‘risk aware’ choices.</p> <p>Through this unit students deepen their understanding of consent, exploring the legal aspects of consent and the link between healthy relationships and consent, providing students with a basis in which to explore sexual conduct and responsibility.</p> <p>This unit is co-delivered by experts from Brook Manchester, who are specialists in under-25 sexual health advice and services.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b> <b><u>Citizenship and BV: British Values and Respect</u></b></p> <p><b>Knowledge and Skills</b> This unit develops student’s understanding of discrimination and prejudice and the impact of this on communities and how this manifests in society.</p> <p>Developing work in KS3, students explore the value of difference and the impact of hate speech, hate crime and a lack of inclusion has on both individuals and society.</p> <p>Students develop their awareness of diversity and explore how society is made up of different groups and how this enriches communities. Students specifically explore disability; LGBT; racism; gender equality and immigration.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets), poetry and use comprehension. Within each unit there are planned opportunities for reading aloud to be modelled to students and comprehension.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand what consent is</li> <li>• To understand what the age of consent is and explore issues relating to the age of consent</li> <li>• To develop knowledge of contraception and different forms of contraception</li> <li>• To explore the risks of teenage pregnancy and the impact of teenage pregnancy</li> <li>• To understand what porn is and explore its impact on expectations and a healthy relationship</li> <li>• To develop knowledge of sexually transmitted infections</li> <li>• To recognise the services available for help, support and further information for young people in Manchester</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand what discrimination and prejudice are and how they manifest in society</li> <li>• Develop a deeper understand of what diversity is and how diverse the UK and Manchester are</li> <li>• To reflect on individual identity and collective identity</li> <li>• To explore the impact of exclusion and a lack of visibility</li> <li>• To understand how the media portrays, or doesn’t portray diversity and visibility</li> <li>• To develop an understanding of what immigration is and the experiences of migrants</li> <li>• To develop an understanding of what asylum is and the experiences of asylum seekers</li> <li>• To develop a deeper understanding of what LGBT is and the experiences of LGBT people in the UK</li> <li>• To understand gender equality in the UK</li> <li>• To recognise hate speech and explore ways to respond to hate speech, in person and online</li> <li>• To recognise what hate crimes are and understand the consequences of hate crime</li> </ul>
<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>	<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>

<i>Summer 01</i> <i>7 Lessons (weeks 28-33)</i>	<i>Summer 02</i> <i>6 Lessons (weeks 34-40)</i>
<p><b>Subject Content</b> <b><u>Health and Wellbeing: Relationships</u></b></p> <p><b>Knowledge and Skills</b> This unit develops the work students have engaged with throughout Year 7, 8 and 9 with a specific focus on healthy relationships.</p> <p>It is important that young people develop techniques for recognising unwanted behaviours and for keeping themselves and others safe from harm.</p> <p>Through this unit students develop their knowledge and understanding of what constitutes a healthy relationship, exploring the traits of positive relationships and those of negative, or unhealthy relationships. Students develop their awareness of the different types of relationships which exist; the purpose of relationships and explore a range of factors which may make a relationship healthy or unhealthy and consider the impact of abusive behaviour.</p> <p>The unit aims to equip students with the capacity to recognise the impact of an unhealthy relationship, including domestic violence and where they can seek support and help for either themselves or others.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b> <b><u>Citizenship and BV: UK Politics and Democracy</u></b></p> <p><b>Knowledge and Skills</b> This unit aims to provide students with a greater understanding of democracy within the UK and the UK's political system – developing political literacy.</p> <p>The unit explores the UK electoral system, the value of voting and the constitutional make up of the UK. The unit aims to develop students' understanding of how laws are made in the UK, their rights as citizens (individually and collectively) and provide students with a space to explore and understand key debates which exist within society.</p> <p>Through the unit students explore key questions such as 'why should I bother to vote' and explore how political messages are delivered through the media, social media and in person - this part of the unit aims to support student's resilience to political manipulation and allow them to make informed choices with regards to their own political views.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand what a relationship is and the diverse nature of relationships</li> <li>• To understand what behaviours, feelings or actions might form part of a healthy or unhealthy relationship</li> <li>• To reflect on the importance of communication in relationships</li> <li>• To understand what domestic violence is and the impact that it has</li> <li>• To recognise what manipulation and abuse might look like in a relationship</li> <li>• To understand the law around abuse in relationship</li> <li>• To recognise where to seek support for myself or others when facing challenges in an intimate or sexual relationship</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of what voting is and why it is important</li> <li>• To understand how laws are made in the UK</li> <li>• To recognise the rights of UK citizens, especially free speech and the right to protest</li> <li>• To explore different political movements, their methods and their impact</li> <li>• To understand what political extremism is</li> <li>• To be able to recognise political messages and motivations</li> </ul>
<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>	<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>