

## Year 7 – PSHE

<b>Curriculum intent</b>	<p>The Year 7 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p> <p>The curriculum has been designed with a loose presumption that students will have been taught the statutory primary content for RHE. Knowing that the guidance only became statutory in September 2020, where necessary, lessons have been included that re-cap (re-teach) primary content, to ensure our secondary curriculum can be fully accessed. Lessons will also, less explicitly, link to prior KS2 level knowledge as and when required.</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of committed, stable relationships and how they contribute to human happiness.</li> <li>• Positive relationships for raising children and recognising different family types for raising children.</li> <li>• Wider family relationships.</li> </ul> <p><b>Respectful relationships: respect and friendship.</b></p> <ul style="list-style-type: none"> <li>• Positive and healthy friendships.</li> <li>• Respecting difference</li> <li>• Boundaries, privacy, and consent.</li> <li>• Conflict and reconciliation.</li> <li>• Ending friendships/relationships.</li> </ul>	<p><b>Online and media: Rights, responsibilities and keeping safe.</b></p> <ul style="list-style-type: none"> <li>• Opportunities online.</li> <li>• Digital Citizenship</li> <li>• Digital Footprint.</li> <li>• Online behaviour rules.</li> </ul> <p><b>Mental wellbeing: Talking about emotions.</b></p> <ul style="list-style-type: none"> <li>• What is mental wellbeing?</li> <li>• Why is connecting to others important?</li> <li>• How does time online impact our wellbeing?</li> <li>• Our behaviour, thoughts, and feelings.</li> <li>• Dealing with grief.</li> </ul>	<p><b>Changing adolescent body: Puberty and menstrual wellbeing.</b></p> <ul style="list-style-type: none"> <li>• Exploring puberty.</li> <li>• The brain during puberty.</li> <li>• Sexual feelings.</li> <li>• Hygiene</li> <li>• Menstrual health – expectations and period products. Understanding periods.</li> </ul> <p><b>Internet safety and harms: Body image.</b></p> <ul style="list-style-type: none"> <li>• Body image introduction.</li> <li>• Idealised projections</li> <li>• Beliefs about beauty</li> <li>• Puberty and body image</li> <li>• Support for body image issues.</li> </ul>	<p><b>Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Development of the political system of democratic government.</li> <li>• Operation of Parliament.</li> </ul> <p><b>CEIAG: Starting to think about the future.</b></p> <ul style="list-style-type: none"> <li>• Introduction to Xello and building a career profile.</li> </ul>	<p><b>CEIAG: Starting to think about the future.</b></p> <ul style="list-style-type: none"> <li>• The connection between personality and career choice.</li> <li>• Research into a career of interest.</li> <li>• Time management.</li> </ul>	<p><b>Responsive Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Responses to national, local, and whole school priorities.</li> </ul> <p>As preparing students for life in modern Britain is a key part of the PSHE curriculum, these lessons may well be interspersed throughout the academic year. These lessons would address year group or school needs as they arise or have a particular national or local focus where appropriate.</p>
<b>Skills</b>	<p><b>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</b></p> <ul style="list-style-type: none"> <li>○ Empathy.</li> <li>○ Connection making.</li> <li>○ Knowledge to make their own informed lifestyle decisions (within the law).</li> <li>○ Debate and oracy skills.</li> <li>○ Equality and inclusivity.</li> <li>○ Treating others with care and respect.</li> <li>○ Reflection on the human experience.</li> <li>○ Deep reflection and consideration of perspective.</li> <li>○ Resilience.</li> <li>○ Maintaining their own self-care.</li> </ul>					
<b>Assessments</b>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Autumn term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Spring term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Summer term.</p>

## Year 8 - PSHE

<b>Curriculum intent</b>	<p>The Year 8 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Families: Stable relationships and marriage.</b></p> <ul style="list-style-type: none"> <li>• What is marriage?</li> <li>• Cohabiting couples.</li> <li>• Marriage as a choice.</li> <li>• Parenting roles.</li> </ul> <p><b>Respectful relationships: Bullying.</b></p> <ul style="list-style-type: none"> <li>• Types of bullying.</li> <li>• The impact of bullying.</li> </ul>	<p><b>Respectful relationships: Stereotypes:</b></p> <ul style="list-style-type: none"> <li>• How stereotypes encourage prejudice.</li> <li>• Unlawful discrimination.</li> <li>• Respect and acceptance.</li> <li>• Help for victims of stereotyping and bullying.</li> </ul>	<p><b>Online and Media: Risks of the unknown online.</b></p> <ul style="list-style-type: none"> <li>• Online risks.</li> <li>• Sharing and removing material online.</li> <li>• Risks of unknown people online.</li> </ul> <p><b>Mental Wellbeing: Recognising concerns in self and others.</b></p> <ul style="list-style-type: none"> <li>• Outward and subtle signs of mental wellbeing concerns.</li> <li>• Taking action to minimise mental wellbeing concerns in ourselves and others.</li> <li>• Early interventions – addressing mental wellbeing concerns.</li> </ul>	<p><b>Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Precious liberties enjoyed by the UK.</li> <li>• Nature of rules, laws, and the justice system.</li> </ul> <p><b>CEIAG:</b></p> <ul style="list-style-type: none"> <li>• Discovering learning pathways.</li> <li>• Biases and career choices.</li> </ul>	<p><b>CEIAG:</b></p> <ul style="list-style-type: none"> <li>• Developing links from classes to careers.</li> <li>• Increasing awareness of which career opportunities are open to me.</li> <li>• Developing links to industry professionals.</li> </ul> <p><b>Internet Safety and Harms: Reality v the Online World.</b></p> <ul style="list-style-type: none"> <li>• Reality v the online world.</li> <li>• Unhealthy comparisons.</li> <li>• Social media and reality.</li> <li>• Understanding online information.</li> </ul>	<p><b>Drugs and Alcohol: Smoking and Alcohol.</b></p> <ul style="list-style-type: none"> <li>• Introduction – alcohol and tobacco.</li> <li>• Low risk alcohol consumption.</li> <li>• Alcohol: short term and long-term health risks.</li> <li>• Alcohol: Psychological risks.</li> </ul> <p><b>Intimate Relationships: Positivity and Health.</b></p> <ul style="list-style-type: none"> <li>• What is a healthy intimate relationship?</li> <li>• Diversity within intimate relationships.</li> <li>• Good communication within intimate relationships.</li> <li>• Sexual pressure.</li> </ul>
<b>Skills</b>	<p><b>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</b></p> <ul style="list-style-type: none"> <li>○ Empathy.</li> <li>○ Connection making.</li> <li>○ Knowledge to make their own informed lifestyle decisions (within the law).</li> <li>○ Debate and oracy skills.</li> <li>○ Equality and inclusivity.</li> <li>○ Treating others with care and respect.</li> <li>○ Reflection on the human experience.</li> <li>○ Deep reflection and consideration of perspective.</li> <li>○ Resilience.</li> <li>○ Maintaining their own self-care.</li> </ul>					
<b>Assessments</b>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Autumn term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Spring term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Summer term.</p>

## Year 9 - PSHE

<b>Curriculum intent</b>	The Year 9 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<b>Intimate Relationships: Sexual Health</b> <ul style="list-style-type: none"> <li>Sexual health and STIs.</li> <li>Contraception and pregnancy. Preventing pregnancy and infection.</li> <li>Intimate relationships: Alcohol, drugs and sex.</li> <li>The impact of drugs/alcohol and reproductive health.</li> <li>Sexual health and STIs.</li> <li>Fertility and reproduction: dispelling myths</li> </ul>	<b>Online and Media: Indecent Image Sharing.</b> <ul style="list-style-type: none"> <li>Definition/clarification of the law.</li> <li>Issues and scenarios.</li> <li>Reporting and penalties.</li> </ul> <b>Internet Safety and Harms: Healthy Relations with Social Media.</b> <ul style="list-style-type: none"> <li>The positives of social media.</li> <li>Real life friendships in comparison to online friendships.</li> <li>Issues with 'oversharing'.</li> <li>Influencers.</li> <li>Maintaining a healthy relationship with social media.</li> </ul> <b>Mental Health and Wellbeing: Common Types of Mental Ill Health.</b> <ul style="list-style-type: none"> <li>Anxiety and depression.</li> <li>Stress, self-harm and eating disorders.</li> </ul>	<b>CEIAG:</b> <ul style="list-style-type: none"> <li>Key employability skills.</li> <li>Employer career matches.</li> <li>Self-advocacy.</li> <li>Employer drop-in sessions.</li> <li>Making important decisions (leading up to the selection of options)</li> </ul> <b>Drugs and Alcohol: Prescription and Illegal Drugs</b> <ul style="list-style-type: none"> <li>Common illegal drugs.</li> <li>Drugs and the law.</li> <li>Prescription drugs.</li> <li>'Legal highs'.</li> </ul>	<b>Citizenship:</b> <ul style="list-style-type: none"> <li>Public institutions and voluntary groups – community.</li> <li>Functions and use of money – budgeting and managing risk.</li> </ul> <b>Families: Unsafe Relationships in Families.</b> <ul style="list-style-type: none"> <li>Safe family relationships.</li> <li>Trustworthy information.</li> <li>Recognising unsafe relationships in others.</li> <li>Recognising our own unsafe relationships.</li> <li>Seeking support.</li> </ul>	<b>Respectful Relationships: Sexual Violence and Harassment.</b> <ul style="list-style-type: none"> <li>Criminal behaviours within a relationship.</li> <li>Controlling behaviour and coercive control.</li> <li>Sexual Harassment.</li> <li>Sexual Violence.</li> </ul> <b>Being Safe: The Law</b> <ul style="list-style-type: none"> <li>Harassment, abuse, and rape.</li> <li>Grooming, exploitation, and coercion.</li> <li></li> </ul>	<b>Being Safe: The Law</b> <ul style="list-style-type: none"> <li>Domestic abuse.</li> <li>'County Lines'.</li> </ul> <b>Responsive Curriculum:</b> <ul style="list-style-type: none"> <li>Responses to national, local, and whole school priorities.</li> </ul> <p>As preparing students for life in modern Britain is a key part of the PSHE curriculum, these lessons may well be interspersed throughout the academic year. These lessons would address year group or school needs as they arise or have a particular national or local focus where appropriate.</p>
<b>Skills</b>	<b>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</b> <ul style="list-style-type: none"> <li>Empathy.</li> <li>Connection making.</li> <li>Knowledge to make their own informed lifestyle decisions (within the law).</li> <li>Debate and oracy skills.</li> <li>Equality and inclusivity.</li> <li>Treating others with care and respect.</li> <li>Reflection on the human experience.</li> <li>Deep reflection and consideration of perspective.</li> <li>Resilience.</li> <li>Maintaining their own self-care.</li> </ul>					
<b>Assessments</b>	Microsoft Forms Entry and Exit Quiz for each unit.	Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Autumn term.	Microsoft Forms Entry and Exit Quiz for each unit.	Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Spring term.	Microsoft Forms Entry and Exit Quiz for each unit.	Microsoft Forms Entry and Exit Quiz for each unit. A piece of extended writing to check understanding of the topics covered over the Summer term.

## Year 10 – PSHE

<b>Curriculum intent</b>	<p>The Year 10 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Online and Media: The Dangers of Viewing Explicit Material.</b></p> <ul style="list-style-type: none"> <li>• Impact on attitudes and behaviour.</li> <li>• The damaging impact of viewing explicit materials on relationships.</li> <li>• Exploitation.</li> <li>• Pornography and the law.</li> <li>• Spiral of addiction.</li> </ul> <p><b>Being Safe: freedom and capacity to consent.</b></p> <ul style="list-style-type: none"> <li>• Sexual consent and the law.</li> <li>• Checking for consent.</li> <li>• Reporting issues of consent.</li> </ul> <p><b>Being Safe: Informed Consent.</b></p> <ul style="list-style-type: none"> <li>• Sexual coercion.</li> <li>• People in a position of trust.</li> </ul>	<p><b>Intimate Relationships: Pregnancy.</b></p> <ul style="list-style-type: none"> <li>• Fertility and infertility.</li> <li>• Pregnancy signs and testing.</li> <li>• Labour.</li> </ul> <p><b>Intimate Relationships: Abortion, Miscarriage and Stillbirth.</b></p> <ul style="list-style-type: none"> <li>• Abortion.</li> <li>• Miscarriage and Stillbirth.</li> <li>• Alternative ways of having a baby (for both opposite and same sex couples)</li> </ul> <p><b>Drugs and Alcohol: Addiction and Alcohol Dependence.</b></p> <ul style="list-style-type: none"> <li>• What is addiction?</li> <li>• How addiction affects people &amp; consequences of addiction.</li> <li>• Seeking help for addiction/dependency.</li> <li>• Alcohol and consent.</li> </ul>	<p><b>Drugs and Alcohol: Addiction and Drug Dependence.</b></p> <ul style="list-style-type: none"> <li>• What is addiction?</li> <li>• How addiction affects people &amp; consequences of addiction.</li> <li>• Seeking help for addiction/dependency.</li> </ul> <p><b>Internet Safety and Harms: Online relationships and Harmful Behaviour.</b></p> <ul style="list-style-type: none"> <li>• Problematic interactions online.</li> <li>• Obsessive online behaviours.</li> <li>• 'Trolling' 'Caffishing' 'Breadcrumbing' and 'Ghosting'.</li> <li>• Curating our timeline.</li> <li>• Self-help for our online behaviours.</li> <li>• What makes a healthy online relationship?</li> </ul>	<p><b>Mental Wellbeing: Common Factors that Affect Mental Health.</b></p> <ul style="list-style-type: none"> <li>• Everyday stress triggers.</li> <li>• Issues with schoolwork.</li> <li>• Impact of drugs and alcohol.</li> <li>• Bullying.</li> </ul> <p><b>Mental Wellbeing: Extreme Factors that Affect Mental Health.</b></p> <ul style="list-style-type: none"> <li>• Violence and aggression.</li> <li>• Anti-social behaviour.</li> <li>• Violent extremism and links to mental health.</li> </ul> <p><b>CEIAG:</b></p> <ul style="list-style-type: none"> <li>• Study skills and habits.</li> <li>• CV building.</li> <li>• Interview preparation.</li> <li>• Application preparation.</li> </ul>	<p><b>CEIAG:</b></p> <ul style="list-style-type: none"> <li>• Getting experience</li> <li>• College and university taster days</li> <li>• Post-16 options talks with LA Careers advisor. (Easter)</li> </ul> <p><b>Responsive Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Responses to national, local, and whole school priorities.</li> </ul> <p>As preparing students for life in modern Britain is a key part of the PSHE curriculum, these lessons may well be interspersed throughout the academic year. These lessons would address year group or school needs as they arise or have a particular national or local focus where appropriate.</p>	<p><b>Religious and World Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Core religious beliefs and practices.</li> <li>• Living religions.</li> <li>• Religions in the news.</li> </ul>
<b>Skills</b>	<p><b>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</b></p> <ul style="list-style-type: none"> <li>○ Empathy.</li> <li>○ Connection making.</li> <li>○ Knowledge to make their own informed lifestyle decisions (within the law).</li> <li>○ Debate and oracy skills.</li> <li>○ Equality and inclusivity.</li> <li>○ Treating others with care and respect.</li> <li>○ Reflection on the human experience.</li> <li>○ Deep reflection and consideration of perspective.</li> <li>○ Resilience.</li> <li>○ Maintaining their own self-care.</li> </ul>					
<b>Assessments</b>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Autumn term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Spring term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Summer term.</p>

## Year 11 – PSHE

<b>Curriculum intent</b>	<p>The Year 11 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Being Safe: Honour Based Violence &amp; FGM.</b></p> <ul style="list-style-type: none"> <li>• What is forced marriage?</li> <li>• What is honour based violence?</li> <li>• What is FGM (Female Genital Mutilation)?</li> <li>• FGM – support.</li> </ul> <p><b>Internet Safety and Harms: Gambling.</b></p> <ul style="list-style-type: none"> <li>• Understanding gambling.</li> <li>• Resilience towards gambling.</li> <li>• Recognising problem gambling.</li> </ul>	<p><b>Internet Safety and Harms: Gambling.</b></p> <ul style="list-style-type: none"> <li>• Targeted advertising.</li> <li>• Influencer endorsements.</li> <li>• Risks of online financial lending.</li> </ul> <p><b>Health and Prevention: Self-care and Self-awareness.</b></p> <ul style="list-style-type: none"> <li>• What is self-examination?</li> <li>• Self-examination focus on testicles/breasts/skin.</li> <li>• Screening.</li> <li>• Smear tests.</li> </ul>	<p><b>Intimate Relationships: Fertility.</b></p> <ul style="list-style-type: none"> <li>• The process of fertilisation and conception.</li> <li>• The process of IVF.</li> <li>• The physical and emotional consequences of infertility.</li> </ul>	<p><b>Recap:</b></p> <ul style="list-style-type: none"> <li>• Dangers of drugs and alcohol.</li> <li>• Healthy relationships.</li> </ul> <p><b>Religious and World Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Core religious beliefs and practices.</li> </ul>	<p><b>Religious and World Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Living religions.</li> <li>• Religions in the news.</li> </ul> <p><b>CEIAG:</b></p> <ul style="list-style-type: none"> <li>• Post 16 preparation</li> <li>• Further advice from LA Careers advisor. (Ongoing all year)</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to implement VESPA skills.</li> </ul> <p><b>Responsive Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Catch up areas.</li> </ul>	
<b>Skills</b>	<p><b>Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</b></p> <ul style="list-style-type: none"> <li>○ Empathy.</li> <li>○ Connection making.</li> <li>○ Knowledge to make their own informed lifestyle decisions (within the law).</li> <li>○ Debate and oracy skills.</li> <li>○ Equality and inclusivity.</li> <li>○ Treating others with care and respect.</li> <li>○ Reflection on the human experience.</li> <li>○ Deep reflection and consideration of perspective.</li> <li>○ Resilience.</li> <li>○ Maintaining their own self-care.</li> </ul>					
<b>Assessments</b>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Autumn term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Spring term.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p>	<p>Microsoft Forms Entry and Exit Quiz for each unit.</p> <p>A piece of extended writing to check understanding of the topics covered over the Summer term.</p>