

## Year 11 Curriculum Plan CFL

Year 11	Topic	Keywords	Links to previous learning	Links to current wider curriculum
Autumn Term 1	<p><b><u>Adult health and looking after yourself</u></b></p> <ol style="list-style-type: none"> <li>1. Organ donation and Blood Donation</li> <li>2. Teenage Pregnancy - Choices</li> <li>3. Physical Health - Cancer (Testicular)</li> <li>4. Physical Health - Cancer (Cervical and Breast)</li> <li>5. Abortion (Laws, Moral, Thoughts and Feelings)</li> <li>6. RSE Love and Abuse</li> </ol>	<ul style="list-style-type: none"> <li>• Organ donation, Donor, transplant, Gene technology, Blood, Liver disease,</li> <li>• Abortion, Miscarriage, Pregnancy, Fertility, Adoption, GP , Pregnancy Test</li> <li>• Prostate Cancer, Testicular cancer, examination, malignant, tumours, self-examination, bladder</li> <li>• Breast Cancer, self - examination, malignant, tumours, Cervical, Smear test, Ovarian Cancer</li> <li>• Conception, abortion, Conceive, Contraception, Moral, Rights, Pro-life, Pro-choice</li> <li>• Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse</li> </ul>	<p>KS3 (excluding year 9)</p> <ul style="list-style-type: none"> <li>- I understand the challenges that puberty brings</li> <li>- I am able to empathise with others who are about to go through puberty</li> <li>- I know the emotional, social and physical changes that happen during puberty</li> <li>- I know the physical changes that happen to girls bodies, inside and out</li> <li>- I understand the range of feminine protection products available and how they work</li> <li>- I understand the main things that happen to a girl during her menstrual cycle</li> <li>- I can identify all parts of the male reproductive system</li> <li>- I am able to empathise with boys who are going through puberty</li> <li>- I know the physical and emotional changes that happen to boys during puberty</li> <li>- I understand the causes of body odour and how to prevent it</li> <li>- I can explain how personal hygiene links to a healthy body</li> <li>- I understand how to achieve high standards of personal hygiene</li> <li>- I know how to look after my best interests in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Link to KS4 (Options) Food Technology – Nutrition and diet.</li> <li>• Link to Biology – biological responses (hormones).</li> <li>• Link to Biology – genetics and reproduction.</li> </ul>

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			<ul style="list-style-type: none"> <li>- I understand a range of cultural practices that are illegal and damaging for young people</li> <li>- I understand the dangers of FGM and how to stop it from happening</li> <li>- I understand how to respect my own and others personal boundaries</li> <li>- I understand the three key elements to giving consent</li> <li>- I can effectively communicate with others in an assertive way</li> <li>- I can define low and high self esteem and give examples</li> <li>- I understand a range of issues that may impact my own self esteem</li> <li>- I know a wide range of ways to boost my own self esteem</li> <li>- I can explain why personal space is important</li> <li>- I understand what consent is and when it is given</li> <li>- I can respond to people and situations in an assertive manner</li> <li>- I know what it means to be a man</li> <li>- I know the difference between a mans man and a good man</li> <li>- I am confident in showing my emotions</li> <li>- I can recognise if I have unhealthy friendships</li> <li>- I understand the importance of not disclosing too much information to online friends</li> </ul>	
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			<ul style="list-style-type: none"><li>- I am a good friend most if not all of the time</li><li>- Know how to make new friends</li><li>- I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships</li><li>- To identify a wide arrange of different relationships</li><li>- I understand the differences between a friendship and a relationship</li><li>- I know how to respect the rights of others and celebrate our differences</li><li>- I regularly give other people compliments and try to be kind to others</li><li>- I can turn a problem into an opportunity</li><li>- I can explain my strengths and explain why it is important to be aware of my own emotions</li><li>- I can explain how peer pressure impacts people of all ages</li><li>- I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others</li><li>- I know what good Relationships and Sex Education is</li><li>- I am able to give good relationship advice to others</li><li>- I can identify a range of rights that should be respected in a relationship</li><li>- I know a range of conflict management strategies</li></ul>	
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			<ul style="list-style-type: none"> <li>- I understand the different causes of conflict</li> <li>- I would be confident in diffusing future conflicts</li> <li>- I may have in my relationships</li> <li>- Identify what a healthy relationship looks and feels like</li> <li>- Able to identify characteristics of an unhealthy relationship</li> <li>- Recognise how healthy the relationships are that you have with others</li> <li>- I can explain what love is</li> <li>- I understand the expectations that form a positive romantic relationship</li> <li>- I can explain the many differences between love and sex</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>- I can identify and label all the external parts of the female sexual anatomy</li> <li>- I understand the law regarding FGM in the UK</li> <li>- I understand the dangers associated with FGM and Know where to seek help and support</li> <li>- I understand the requirements for consent</li> <li>- I know the law in relation to consent, sexual assault and rape</li> <li>- I understand the vital importance of consent</li> <li>- I know a range of things to consider before engaging in sexual relations</li> </ul>	
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			<ul style="list-style-type: none"> <li>- I can explain positive and negative reasons to have sex</li> <li>- I understand the full range of consequences of making a relationship sexual</li> <li>- I understand the main features that help to build a healthy relationship</li> <li>- I know a range of non physical characteristics to look for in a partner</li> <li>- I am able to evaluate if a relationship is positive and healthy or not</li> <li>- I can explain what happiness looks like for different people</li> <li>- I can recognise my own emotions and how I'm feeling</li> <li>- I have an opinion about whether happiness exists or not</li> </ul> <p>Year 10</p> <ul style="list-style-type: none"> <li>- I can define the term Child Sexual Abuse</li> <li>- I know why its important to speak out against sexual abusers I know where to get help if a friend or myself is being sexually abused</li> <li>- Understand the history of the mobile phone</li> <li>- To recognise the impact screen addiction is having on society and the individual</li> <li>- I can define the terms filter bubble and echo chambers</li> <li>- I know how to look out for a friend in need</li> </ul>	
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			<ul style="list-style-type: none"> <li>- I understand the differences between self harm and suicidal thoughts</li> <li>- I know a playlists of songs that make me happy</li> <li>- I know the definition of self harm</li> <li>- I can explain some of the triggers for self harm</li> <li>- I know a range of ways to deal with stress, anger and trauma</li> <li>- I can explain the difference between mental health and mental illness</li> <li>- I understand the different ways mental illnesses can be categorized</li> <li>- I know how to support someone with their mental health</li> <li>- I can explain what emotional wellbeing looks like</li> <li>- I know how to improve my emotional wellbeing</li> <li>- I can reflect on different areas of my life and how I feel about them</li> <li>-</li> </ul>	
Autumn Term 2	<p><b><u>Your future and beyond</u></b></p> <ol style="list-style-type: none"> <li>1. Time Management - Technology</li> <li>2. LGBT (rights across the World)</li> <li>3. Dealing With Exam Stress &amp; Anxiety</li> <li>4. Social Media Validation Vs Reality</li> </ol>	<ul style="list-style-type: none"> <li>• Addiction, FOMO, Blue Light, smart phone, Social media, Echo Chambers, Filter Bubbles</li> <li>• Death penalty, Sharia law, Decriminalisation, Abolish</li> </ul>	<p>KS3 (excluding year 9)</p> <ul style="list-style-type: none"> <li>- I can explain why personal space is important</li> <li>- I understand what consent is and when it is given</li> <li>- I can respond to people and situations in an assertive manner</li> <li>- I can explain how peer pressure impacts people of all ages</li> <li>- I understand the best way to deal with peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Link to KS4 Options Health and Social Care – Careers within health and social care sector/terms</li> <li>• Link to Maths – limits of accuracy.</li> </ul>

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	<p>5. Writing a Personal Statement</p> <p>6. CV Writing</p>	<p>Homosexuality, Discrimination</p> <ul style="list-style-type: none"> <li>• Relaxation, stress and calmness Para-sympathetic, Cortisol, Hormones, Meditation, Yoga, Diet</li> <li>• Online Identity, Self Esteem, Addiction, Influencer, fake profiles</li> <li>• Personal Statement, CV, Skills, Qualities, University, Achievements, applications</li> <li>• Qualifications, Interests, hobbies, referees &amp; work experience</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how I'm influenced and how my actions influence others</li> <li>- I listen to my gut feeling about online situations and choices</li> <li>- I understand a wide range of risks associated with internet use</li> <li>- I know how to reduce the risks associated with 'being online'</li> <li>- I can define a gaming addiction</li> <li>- I understand a range of risks associated with online gaming</li> <li>- I understand the importance of reporting anything suspicious I see or hear online</li> <li>- I know the risks associated with carrying a knife</li> <li>- I understand the impact carrying a knife has on family and friends</li> <li>- I would never resort to carrying a knife under any circumstance</li> <li>- I know why society needs laws</li> <li>- I understand how a bill becomes a law in the UK</li> <li>- I can explain recent law changes in the UK</li> <li>- I know what county lines is and some of the terminology used</li> <li>- I understand where I can go for help if I feel threatened by County Lines gangs</li> <li>- I understand how county line gangs operate and the dangers of getting involved</li> </ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"> <li>- I can explain how gangs make people feel trapped</li> <li>- I can recognise when a friend is involved with County Lines</li> <li>- I understand the groups of people County line Gangs target and why</li> <li>- I can define substance misuse and substance dependency</li> <li>- I know how drugs impact the body</li> <li>- I can identify a range of factors that may lead to someone abusing drugs</li> <li>- I can spot a fake profile online</li> <li>- I understand what online grooming is and how people may try to gain my trust in order to abuse it</li> <li>- I know where to report online issues and to seek further advice and support</li> <li>-</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>- I can identify and label all the external parts of the female sexual anatomy</li> <li>- I understand the law regarding FGM in the UK</li> <li>- I understand the dangers associated with FGM and Know where to seek help and support</li> <li>- I can explain what online stress is</li> <li>- I understand the link between mental health and social media usage</li> <li>- I know how to keep my online data safe</li> </ul> <p>Year 10</p>	
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			<ul style="list-style-type: none"><li>- I understand the concepts of hyper-edited and hyper filtered media</li><li>- I know why social media is so popular with young people</li><li>- I understand the negative impact social media has on body image and self esteem</li><li>- I can explain how geotargeted, contextual and retargeted advertisements work</li><li>- I can explain the role of the Advertisement Standards Agency</li><li>- I know when I am being subjected to targeted advertisements online</li><li>- I can explain what marriage is and what it is not</li><li>- I can explain the law around Gay Marriage in the UK and Europe</li><li>- I know a range of views on sex before marriage</li><li>- I can identify unethical business practices I know my consumer rights and responsibilities</li><li>- I can explain how both consumers and business can drive better working practices</li><li>- I understand the duties of a citizen in the UK</li><li>- I can identify many different rights and responsibilities I have</li><li>- I can explain the difference between civil and criminal law</li></ul>	
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			<ul style="list-style-type: none"> <li>- I know a range of employment rights and responsibilities</li> <li>- I know the minimum amounts per hour employees must be paid</li> <li>- I understand the term 'Gender pay gap'</li> <li>- I understand how to interpret a payslip</li> <li>- I know how to work out Gross Pay and Net Pay on a payslip</li> <li>- I am aware of all the deductions that are likely to come out of my salary when I'm older</li> <li>-</li> </ul>	
Spring Term 1	<p><b><u>Sexual health</u></b></p> <ol style="list-style-type: none"> <li>1. Child on child Abuse</li> <li>2. Fertility - what impacts it</li> <li>3. Alcohol, Parties and Bad Choices</li> <li>4. Importance of Sexual Health</li> <li>5. Revisiting Contraception</li> <li>6. Respect Love and Relationships</li> <li>7. Revisiting STI's</li> </ol>	<ul style="list-style-type: none"> <li>• Peer abuse, Domestic Violence, Honour, CSE, Equality, Respect</li> <li>• IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination, Sperm Bank, Surrogate</li> <li>• Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Units, Drink spiking, GHB, GBL</li> <li>• Sexual Health, STI, Contraception, Sexual Health, Pregnancy</li> <li>• IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom,</li> </ul>	<p>KS3 (excluding year 9)</p> <ul style="list-style-type: none"> <li>- I understand the challenges that puberty brings</li> <li>- I am able to empathise with others who are about to go through puberty</li> <li>- I know the emotional, social and physical changes that happen during puberty</li> <li>- I know the physical changes that happen to girls bodies, inside and out</li> <li>- I understand the range of feminine protection products available and how they work</li> <li>- I understand the main things that happen to a girl during her menstrual cycle</li> <li>- I can identify all parts of the male reproductive system</li> <li>- I am able to empathise with boys who are going through puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Link to Biology – biological responses (hormones).</li> <li>• Link to Biology – genetics and reproduction.</li> <li>• Health and social care</li> </ul>

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		<p>Pill, Femidom Thrush, douche</p> <ul style="list-style-type: none"> <li>• Sexual health, clinic, accessing services, fears, help disrespect, abuse, unhealthy, coercion</li> <li>• Bacterial, virus, parasitic, STI, HIV,HPVv, promiscuous, infection, g.u.m clinic, sexual health</li> </ul>	<ul style="list-style-type: none"> <li>- I know the physical and emotional changes that happen to boys during puberty</li> <li>- I understand the causes of body odour and how to prevent it</li> <li>- I can explain how personal hygiene links to a healthy body</li> <li>- I understand how to achieve high standards of personal hygiene</li> <li>- I know how to look after my best interests in the future</li> <li>- I understand a range of cultural practices that are illegal and damaging for young people</li> <li>- I understand the dangers of FGM and how to stop it from happening</li> <li>- I understand how to respect my own and others personal boundaries</li> <li>- I understand the three key elements to giving consent</li> <li>- I can effectively communicate with others in an assertive way</li> <li>- I can define low and high self esteem and give examples</li> <li>- I understand a range of issues that may impact my own self esteem</li> <li>- I know a wide range of ways to boost my own self esteem</li> <li>- I can explain why personal space is important</li> <li>- I understand what consent is and when it is given</li> </ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"><li>- I can respond to people and situations in an assertive manner</li><li>- I know what it means to be a man</li><li>- I know the difference between a mans man and a good man</li><li>- I am confident in showing my emotions</li><li>- I can recognise if I have unhealthy friendships</li><li>- I understand the importance of not disclosing too much information to online friends</li><li>- I am a good friend most if not all of the time</li><li>- Know how to make new friends</li><li>- I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships</li><li>- To identify a wide arrange of different relationships</li><li>- I understand the differences between a friendship and a relationship</li><li>- I know how to respect the rights of others and celebrate our differences</li><li>- I regularly give other people compliments and try to be kind to others</li><li>- I can turn a problem into an opportunity</li><li>- I can explain my strengths and explain why it is important to be aware of my own emotions</li><li>- I can explain how peer pressure impacts people of all ages</li></ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"> <li>- I understand the best way to deal with peer pressure I understand how</li> <li>- I'm influenced and how my actions influence others</li> <li>- I know what good Relationships and Sex Education is</li> <li>- I am able to give good relationship advice to others</li> <li>- I can identify a range of rights that should be respected in a relationship</li> <li>- I know a range of conflict management strategies</li> <li>- I understand the different causes of conflict</li> <li>- I would be confident in diffusing future conflicts</li> <li>- I may have in my relationships</li> <li>- Identify what a healthy relationship looks and feels like</li> <li>- Able to identify characteristics of an unhealthy relationship</li> <li>- Recognise how healthy the relationships are that you have with others</li> <li>- I can explain what love is</li> <li>- I understand the expectations that form a positive romantic relationship</li> <li>- I can explain the many differences between love and sex</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>- I can identify and label all the external parts of the female sexual anatomy</li> </ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"><li>- I understand the law regarding FGM in the UK</li><li>- I understand the dangers associated with FGM and Know where to seek help and support</li><li>- I understand the requirements for consent</li><li>- I know the law in relation to consent, sexual assault and rape</li><li>- I understand the vital importance of consent</li><li>- I know a range of things to consider before engaging in sexual relations</li><li>- I can explain positive and negative reasons to have sex</li><li>- I understand the full range of consequences of making a relationship sexual</li><li>- I understand the main features that help to build a healthy relationship</li><li>- I know a range of non physical characteristics to look for in a partner</li><li>- I am able to evaluate if a relationship is positive and healthy or not</li><li>- I can explain what happiness looks like for different people</li><li>- I can recognise my own emotions and how I'm feeling</li><li>- I have an opinion about whether happiness exists or not</li></ul>	
			Year 10	

## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"><li>- I understand the dangers associated with FGM</li><li>- I can explain the economic and social excuses made for committing FGM</li><li>- I know how to support someone at risk of FGM</li><li>- I can explain a range of possible consequences linked to sending and receiving sexts</li><li>- I know a good range of responses to a request for a sext message</li><li>- I know where I can get further help and support on issues related to sexting and explicit images ending up online</li><li>- I understand which types of Pornography are illegal</li><li>- I understand the differences between real life sex and Porn life sex</li><li>- I can explain the impact porn is having on society and relationships</li><li>- I can describe what domestic abuse and domestic violence is</li><li>- I understand a range of things that can cause conflicts in a relationship</li><li>- I understand the barriers and coping strategies for leaving an abusive relationship</li><li>- I can describe the impact sexualization of the media is having on society</li><li>- I know what a positive or healthy body image is</li></ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"> <li>- I can explain why comparing myself to those I see in the media can damage my mental health and self esteem</li> <li>- I can recognise what behaviours are unacceptable in a healthy relationship</li> <li>- I can explain the law in regard to sexual assault and rape</li> <li>- I know the important qualities to look for in a future partner that will keep me safe</li> <li>- I understand why porn negatively influences peoples behaviours in society</li> <li>- I can identify a wide range of issues that are under represented in porn</li> <li>- I know what revenge porn is and the law surrounding it</li> <li>- I can explain what marriage is and what it is not</li> <li>- I can explain the law around Gay Marriage in the UK and Europe</li> <li>- I know a range of views on sex before marriage</li> <li>- I can define the term Child Sexual Abuse</li> <li>- I know why its important to speak out against sexual abusers</li> <li>- I know where to get help if a friend or myself is being sexually abused</li> </ul>	
Spring Term 2	<p><b><u>Staying safe</u></b></p> <ol style="list-style-type: none"> <li>1. Virtual Reality + Live Streaming +Gaming Online</li> <li>2. Drugs - Substance Addiction</li> </ol>	<ul style="list-style-type: none"> <li>• Live Streaming, Augmented Reality, Virtual Reality, Gamergate, Addiction</li> <li>• Inhalants, huffing, vsa, addiction, nhs, experimental,</li> </ul>	<p>KS3 (excluding year 9)</p> <ul style="list-style-type: none"> <li>- I can explain why personal space is important</li> <li>- I understand what consent is and when it is given</li> <li>- I can respond to people and situations in an assertive manner</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## Year 11 Curriculum Plan CFL

	<p>3. Drugs - New Psychoactive Substances (Old Legal Highs)</p> <p>4. Drugs - Festivals and Nitrous Oxide</p> <p>5. Drugs and the War on Drugs</p> <p>6. Cosmetic and Aesthetic procedures</p> <p>7. Online Reputation and Digital Footprints</p>	<p>recreational, dependent, problem, situation prescription drugs</p> <ul style="list-style-type: none"> <li>• Synthetic Cannabinoids, NPS, United Nations, Synthetic , Chemistry, Replacements, Stimulants, Legal Highs, Designer drugs</li> <li>• Glastonbury, NPS, Laughing Gas, Euphoria, Nauseas, Disassociation</li> <li>• Trafficking, drug mules, Products, end users, manufacturers, Producers, farmers</li> <li>• Botox, Lip Fillers, Cosmetic Procedures, Breast augmentation, Breast reduction, Aesthetic</li> <li>• Online reputation, Digital Footprint, Personal Branding, CV , Censorship</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how peer pressure impacts people of all ages</li> <li>- I understand the best way to deal with peer pressure</li> <li>- I understand how I'm influenced and how my actions influence others</li> <li>- I listen to my gut feeling about online situations and choices</li> <li>- I understand a wide range of risks associated with internet use</li> <li>- I know how to reduce the risks associated with 'being online'</li> <li>- I can define a gaming addiction</li> <li>- I understand a range of risks associated with online gaming</li> <li>- I understand the importance of reporting anything suspicious I see or hear online</li> <li>- I know the risks associated with carrying a knife</li> <li>- I understand the impact carrying a knife has on family and friends</li> <li>- I would never resort to carrying a knife under any circumstance</li> <li>- I know why society needs laws</li> <li>- I understand how a bill becomes a law in the UK</li> <li>- I can explain recent law changes in the UK</li> <li>- I know what county lines is and some of the terminology used</li> <li>- I understand where I can go for help if I feel threatened by County Lines gangs</li> </ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"> <li>- I understand how county line gangs operate and the dangers of getting involved</li> <li>- I can explain how gangs make people feel trapped</li> <li>- I can recognise when a friend is involved with County Lines</li> <li>- I understand the groups of people County line Gangs target and why</li> <li>- I can define substance misuse and substance dependency</li> <li>- I know how drugs impact the body</li> <li>- I can identify a range of factors that may lead to someone abusing drugs</li> <li>- I can spot a fake profile online</li> <li>- I understand what online grooming is and how people may try to gain my trust in order to abuse it</li> <li>- I know where to report online issues and to seek further advice and support</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>- I can identify and label all the external parts of the female sexual anatomy</li> <li>- I understand the law regarding FGM in the UK</li> <li>- I understand the dangers associated with FGM and Know where to seek help and support</li> <li>- I can explain what online stress is</li> <li>- I understand the link between mental health and social media usage</li> <li>- I know how to keep my online data safe</li> </ul>	
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## Year 11 Curriculum Plan CFL

			<p>Year 10</p> <ul style="list-style-type: none"><li>- I can define honour, equality and dishonour</li><li>- I understand the law relating to honour based violence</li><li>- I can evaluate the best way to tackle honour based violence in communities</li><li>- I can define forced marriage and Breast ironing</li><li>- I understand the role of the Forced Marriage Unit</li><li>- I could advise someone of where to seek help if they are being forced into a marriage</li><li>- I can explain the roles of the BBFC and the PEGI</li><li>- I understand the risks associated with online gambling</li><li>- I understand a wide range of methods used by gaming companies to entice its players to spend money</li><li>- I will not become addicted to social media</li><li>- I can explain the link between social media and negative self esteem I understand how to combat social media validation</li><li>- My personal online data is safe and protected</li><li>- I can recognise an online scam email when I see one</li></ul>	
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## Year 11 Curriculum Plan CFL

			<ul style="list-style-type: none"> <li>- I know how to protect myself and my family from being a victim of online fraud</li> <li>- I understand the impact of carrying a knife on me and others</li> <li>- I can explain how to tackle the causes behind people carrying knives</li> <li>- I understand how to seek further advice and support in relation to knife crime</li> <li>- I understand how to recognise modern day slavery</li> <li>- I understand how human trafficking links to modern day slavery</li> <li>- I understand which Human Rights are being abused due to modern day slavery</li> <li>-</li> </ul>	
Summer Term 1	N/A		N/A	N/A
Summer Term 2	N/A		N/A	N/A