



NORTHAMPTON INTERNATIONAL ACADEMY

CURRICULUM INTENT



Northampton International Academy is a local school with a global vision, and we believe that this is at the very core of our curriculum offer. Every school in the East Midlands Academy Trust (EMAT) is committed to providing the highest standard of education so that all children are supported to be the best that they can be. This will be achieved by the delivery of a well-planned and highly effective curriculum which is driven by our core values. We believe in the transformational power of education.

At NIA we maintain a broad and balanced curriculum. In addition to our delivery of subject-based curriculum, we also have our character education which has been introduced throughout our school, from reception to sixth form. This character curriculum helps to prepare children for their future learning and adult lives. It focuses on: Responsibility, Collaboration, Respect, Care, Excellence and Aspiration and complements our subject curriculum and House system. (See appendix 1)

EMAT schools provide young people in our communities with a broad, balanced and inclusive curriculum, based on the National Curriculum, which is ambitious and designed to give learners, particularly those with special educational needs and the most disadvantaged, the knowledge and cultural capital they need to succeed in life. All learners will study the full curriculum. In the rare exception where this is not practical, learners are provided with a bespoke pathway. All learners are encouraged and supported to achieve their full potential and to be included in the social and academic life of the school.

The curriculum is coherently planned and sequenced to enable learners to build constantly on their prior learning, whilst developing and deepening their understanding. Our approach combines concepts from the forefront of educational research so that teachers design learning opportunities which maximise outcomes for learners. The use of approaches such as spaced or distributed practice, interleaving, retrieval practice and metacognition help learners to move learning from their short-term to their long-term memory. Learners will be provided with the opportunities to acquire an increasing array of broader skills, including critical thinking, resilience, working with others, problem solving, and leadership. These attributes prepare them to be successful in their future learning and employment.

EMAT schools nurture a set of values to educate learners to have integrity and be responsible, respectful, active citizens. We aim to encourage our learners to contribute positively to society and have an understanding, appreciation and respect of diversity. The House system has been created to enable a vertical sense of small school culture where everyone is valued and known, with positive opportunities for leadership and competition. This additional element to school life is designed to enhance the 'traditional' curriculum with enrichment opportunities for all from Reception to Year 13. Our all through Academy allows us to plan and deliver effective curriculum connections which aim to reduce transition regression and promote opportunities to reinforce prior learning.

EMAT defines the curriculum as the totality of a child's experience of education from 3-19, which comprises:

- subject knowledge explicitly taught
- exposure to cultural capital which will support success in adult life
- a high standard of teaching and learning
- assessment and feedback regarding progress
- extracurricular activities
- teaching of metacognitive skills and techniques to aid learning
- development of broader employability skills and personal qualities

All schools in the East Midlands Academy Trust aspire to providing a curriculum which meets the vision of the Trust by:

- Providing the full breadth of the National Curriculum

- Ensuring lessons provide appropriate sequencing of learning, building on prior learning with increasing breadth and depth, towards clearly defined end points.
- Supporting children to learn how to learn effectively using techniques such as interleaving, retrieval practice, graphic organisers, etc.
- Assessing children’s learning towards end points regularly and honestly, providing feedback to maximise further learning so that every child can be the best that they can be

Learners should have a broad understanding of many subjects and how they interconnect. Performing and Creative Arts and Sport are valued in all key stages to compliment the core and English Baccalaureate (EBacc) subjects so learners access opportunities to develop academic resilience and develop their creativity and confidence. In the primary phase we currently have teaching in PE, Spanish and music lessons so that the learners benefit from specialist teaching.

Our Early years offer is based on continuous provision with key stages 1 and 2, learners following a broad and balanced curriculum in line with that prescribed by the National Curriculum.

At key stage 3, learners study a broad range of subjects which aim to provide a platform for more specialised learning at key stage 4 and beyond. Our key stage 3 is a three-year programme aimed at establishing deep understanding and a breadth of opportunity and understanding. At key stage 4 and 5, learners can study a selection of GCSEs, BTECs and A Levels. We encourage selection of both EBacc and creative subjects in order to personalise the learning for all learners of differing abilities. We aim for all children to leave school with a level of literacy and numeracy that will allow them to access and thrive in next stage of their education, training or work.

All learners deserve an education that prepares them for the world of work; enabling them to secure happy and productive adult lives. Careers support and guidance, focused on the Gatsby benchmarks, helps to nurture talent and a love of learning whilst focusing on a future beyond school.

We believe learning outside the classroom should be an essential of the wider curriculum offer for all learners. As we return to normal operating procedures we aim to continue with our comprehensive choice of extra-curricular activities. These include music, art, performing arts and sports teams and activities as well as many other events to support learning. Trips and visits enrich the curriculum with many opportunities for all young people with the aim of promoting wider engagement.

Our curriculum aims to support learners in their academic journey, but also enables them to enhance their given talents whatever they may be; building confident young adults, with strong character attributes, who have the resilience and strength of character to be successful in the wider world.

We commit supporting the development of key Employability Skills across all subjects; skills which are transferrable and are essential to success. This is evident in the curriculum, as part of the PSHCE programme and in discreet Careers support. Careers in STEM are promoted through our new STEM enrichment programme that is building relationships with key partners including employers and universities. The character drivers of excellence and aspiration feature at the heart of our STEM work which is also driving an innovative research programme centred on Animal Assisted Interventions and Therapy with the University of Lincoln.

The Rational behind the Courses and Curriculum Offer

Labour Market Employment Routes and the Curriculum

The UK Commission for Employment and Skills produced a “Working Futures” report which predicts that the majority of the future net increases of jobs up to 2024 within the SEMLEP area (South East Midlands Local Enterprise

Partnership) will require attainment/training/skills acquisition at Levels 2, 3 and 6. Over 65% of jobs will require a Level 4 qualification or over.

Within the SEMLEP area their model projects that there will be substantial jobs expansion demand over the period to 2024 particularly in the higher qualified jobs such as managers, business, science, engineering as well as caring professions.

The top 10 growing sectors in this area are predicted to be:

- Caring personal service occupations
- Elementary administrative and service occupations
- Corporate managers and directors
- Business and public service associate professionals
- Administration occupation
- Business, media and public service professionals
- Science, research, engineering and technology professionals
- Sales occupation
- Transport and mobile machine drivers and operatives
- Health professionals.

Within the East Midlands the top three sectors by turnover growth and employment growth are:

- Property and Construction
- Business Support Services
- Retail and Leisure.

At NIA we do not have the facilities to offer courses involving construction or transport, but we do aim to offer courses relevant to all the other employment sectors listed above.

As a result of this research into the national and local labour market we are mindful that our curriculum offer meets elements of local need whilst ensuring that all young people are able to access job markets in a regional, national and international market.

The Curriculum Offer at NIA

EARLY YEARS CURRICULUM:

The Early Years Foundation Stage (EYFS) curriculum ensures that children learn and develop well and are kept healthy and safe. The curriculum promotes school readiness and gives learners a broad range of knowledge and skills that provide the right foundation for good future progress through school and life whilst recognising that each child is an individual and will learn in different ways.

NIA builds on the seven areas of learning which form the basis of the curriculum in the Early Years to provide a broad, rich and engaging curriculum appropriate to the children in the classes, in line with the 2020 national framework. These include:

- personal, social and emotional development
- communication and language
- physical development
- literacy

- mathematics
- understanding the world
- expressive arts and design

A daily timetable combines specific teaching opportunities and highly effective learning environments to facilitate continuous provision, led by child engagement and interest. Every day, children in our Early Years Foundation Stage will experience teacher led input for phonics, reading, and maths. Teachers plan the provision in the classroom to respond to individual children’s needs.

KEY STAGE 1 AND 2 CURRICULUM:

All children in the primary phase follow a broad and balanced curriculum in line with the National Curriculum, underpinned and designed by the principles of inspiration, inclusion, innovation, integrity and impact. The curriculum builds on the skills and areas of development nurtured in the Early Years framework and prepares their subject knowledge for the full range of subjects taught at KS3.

English, maths and phonics are prioritised and taught in both key stages every morning, and foundation subjects form the afternoon sessions. Allocations for each subject per week across both Key Stages is as follows:

Subject	Time allocation		Subject	Time allocation
English	5 hours a week		History	1 hour a week
Maths	5 hours a week		Geography	<i>(on rotation)</i>
Science	2 hours a week		MFL	1 hour a week
Reading for Pleasure	2.5 hours a week		Art / DT	1 hour a week
Phonics <i>(Year 1 and 2)</i>	3 hours a week		Music	1 hour a week
PE	2 hours a week		Computer Science	1 hour a week
RE	1 hour a week		PSHE	1 hour a week

KS3 CURRICULUM

All learners follow a broad and balanced curriculum throughout their KS3 programmes of study. The curriculum offered at KS3 builds upon the knowledge, understanding and skills taught at primary school and prepares them for a range of courses at KS4.

The timetable is based on a 50 period **two week cycle** with each period one hour in length. Allocation of teaching time for KS3 subjects across the fortnight is:

Subject	Time allocation		Subject	Time allocation
English	7 hours		*German	2/3 hours
Maths	7 hours		Computer Science	2 hours
Science	8 hours		DT/Textiles/Food	3 hours
History	2 hours		Art	2 hours
Geography	2 hours		Drama/Music/Dance	4 hours
RE	2 hours		PE	4 hours
Spanish*	2/3 hours		PSHCE	2 hours

Learners study 5 hours of languages per fortnight. The balance for German and Spanish changes each academic year.

Drop Everything and Read (DEAR) is delivered in the first 10 mins of a lesson a week on rotation in KS3 and supports the work across the curriculum and in Year 7 and 8 library lessons.

KS4 CURRICULUM

The KS4 curriculum is made up of two elements, the Core (which all learners study) and the Options (from which learners choose 4 subjects).

Core		
English Literature	English Language	Maths
Science (Combined)	PE (Core)	PSHCE
RE		

Options Subjects		
Fine Art	Geography	Music
*Business Studies	German	Sport (Level 2 BTEC)
Computer Science	Graphics	*Performing Arts (Dance pathway Level 2 BTEC)
Dance (Level 2 BTEC)	*Music (Level 2 BTEC)	Psychology
Design Technology	Media	Textiles
Drama	*Health and Social Care (Level 2 BTEC)	Triple Science
*Food and nutrition	History	Sociology
Further Maths		Spanish

KS5 CURRICULUM

The Sixth Form curriculum offer at NIA

Fine Art	A level	AQA
Biology	A level	OCR
Business Studies	A level	EDEXCEL
Chemistry	A level	OCR
Computer Science	A level	OCR
Creative Digital Media	L3 BTEC	EDEXCEL
Criminology	A Level	
Dance	L3 BTEC	EDEXCEL
Drama and Theatre Studies	A Level	EDUQAS
English Literature	A level	AQA
Extended Project Qualification	A level	AQA
French	A level	

Geography	A level	AQA
Health and Social Care	L3 BTEC	EDEXCEL
History	A level	AQA
Mathematics	A level	EDEXCEL
Music	A level	
Physics	A level	OCR
*Film Studies	A Level	
Product Design	A Level	AQA
Psychology	A level	OCR
Sociology	A level	AQA
Spanish	A level	AQA
Sport	L3 BTEC	EDEXCEL

German	A level	
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Re-sit English and Maths	GCSE	
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*Offer from September 2022 – not previously run

This offer may be viewed in terms of study pathways or groups of subjects, and the table below demonstrates this in Appendix 2

These study pathways aim to inspire and advise but learners may devise a personalised pathway, considering their individual needs and circumstances, by combining subjects in other ways, as appropriate and within the confines of the blocking system.

Personal Social Health and Careers Education (PSHCE)

The PSHCE provision at Northampton International Academy has been designed and built to reflect the need of our learners, the ethos of our school and the statutory legal requirements relating to the delivery of Relationships and Sex Education (RSE).

The curriculum is designed to deliver the DNA of NIA, which are present in our teaching across the wider curriculum. This includes:

- Wider Community: Thinking about the community we live in and the pressures and issues young people must face.
- Collaboration: Focusing on working together to support others through difficult times, dealing with emotional issues and learning to work together.
- Care - Active Global Citizens: Promoting an understanding of world issues, the role of democracy and how to impact change.
- Excellence and Aspiration - Employability: Ensuring our learners have the right skills and knowledge to access all the next steps available to them post 16, whilst educating them to have a good understanding of the world of work and how to manage money.
- Rights, respect and responsibility: Equipping learners with a good knowledge of their legal rights whilst also addressing the need to respect and support the rights of others.

The sixth unit focuses on ensuring all our Relationships/Sex/Health Education lesson content is included as per the statutory framework.

NIA is undertaking the RACE Charter Award with Figtree International and is undertaking the LGBTQ+ Inclusion in Education Award supported by Leeds Beckett University.

When reviewing the curriculum please note that all topic followed by a (J) have been taken from our Trust-wide resource Jigsaw. We have chosen to use mainly the S/R/E content from Jigsaw.

See Appendix 3 for an overview of the PSHCE curriculum delivery map.

TUTOR PERIODS

30 mins at the start of each day for KS3

30 mins at the end of each day for KS4 and 5

It is recognised that it is important to include structured time which establishes the expectation of learners Tutor lessons, therefore, are designed to complement the curriculum to explore social and moral issues, nurture a broader cultural and spiritual understanding, and develop character skills. We have also taken the opportunity to enhance

oracy as a vital life skill, using this time to facilitate enabling all learners to participate in a structured and guided debate.

All year groups normally have one assembly session per week in their tutor time. This time is typically structured in the following way:

Monday – House celebration of previous week – setting a positive and collaborative tone by demonstrating expectations of learners

Tuesday – PSHCE (Prevent, FBV, FGM, Healthy relationships)

Wednesday - Personal Development (Learner leadership, Mental Health and wellbeing)

Thursday - Skills, Guidance and Careers (Aspire Higher, Money Matters and Gatsby Benchmark associated tasks)

Friday – Assembly

Appendix 1

The intent of the House system is to embed the DNA of NIA character drivers of Collaboration, Responsibility, Respect, Care, Excellence and Aspiration. The house system, in conjunction with the subject curriculum offers unique opportunities to add significant cultural capital to the lives of our learners.

The House system allows every learner and member of staff to feel a sense of belonging by becoming a member of either Ruby House, Sapphire House, Diamond House, Emerald House, Amethyst House or Amber House.

By being a member of the House family, students and staff are encouraged to show the character drivers of NIA. Each secondary learner has a House tie to indicate their House whilst each primary learner has a coloured crest on their school jumper that represents the House that they are in. Each Year group is equally divided into the 6 houses. This means that in primary a percentage of the class are placed in each House whilst in secondary there is 2 tutor groups per year in each house. The Houses are overseen by their Head of House and devoted House Captains to promote and encourage engagement in the House system.

Inter-house is a major pastoral and extra-curricular side of school which develops students' social, team-working and organisation (amongst other) skills. The House system aims to reflect the ethos of the school.

- **Collaboration**
- **Responsibility**
- **Respect**
- **Care**
- **Excellence**
- **Aspiration**

There are many House events throughout the year from all areas of school life. This blend ensures that everyone has an opportunity to represent their House in something that they enjoy or are good at or are willing to try. House events include: various sporting activities, NIA's got talent, Euro vision, dance, fashion, spelling bees and orienteering.

Staff facilitate events but we encourage students to take the lead in their management and organisation which further develops their wider skill set as they mature and grow towards university, college or apprenticeships after they leave the school.

All students have the opportunity to earn House points as they are all invited and encouraged to take part in such events and everything from their classwork effort to their musical prowess and sporting ability can contribute to the scores. In line with the House points, learners are acknowledged and rewarded for demonstrating the character drivers. Rewards are broken into daily, weekly, half terms and end of year celebrations.

At the end of the academic year, all House points are added up and one House wins the overall House trophy. There are 3 trophies available at the end of each academic year:

- House Plate – Winners of the Yearly house competitions
- House Shield – The House with the highest number of House Points
- House Trophy – Winners of sports day

Outcomes:

- A stronger school community that all students, staff, parents and governors feel they actively belong to.
- Working with students from all years, role models are created along with strong cross-year partnerships.
- Students are recognised and rewarded for performance in and beyond the classroom.
- Rewards given for exceptional community work and charity efforts.

- Regular opportunities to stretch and explore leadership, social and group working skills with students from different years.

What does it look like?

- Three trophies / cups are awarded each year to the winning Houses. Awards are frequent and grow from daily, weekly, termly to whole year.
- Student-led competitions take place with staff facilitating in a range of events. Forms play to their strengths to ensure all students compete in House activities throughout the year.
- House assemblies take place throughout the year to support the calendar of events and competitions.
- Student awards are based on the DNA of NIA values.

Why?

- It helps foster a sense of community, team spirit and pride.
- It encourages inter-year group friendships.
- Students have an opportunity to be mentored and to mentor others, have leadership responsibilities and be a role model for others.
- It allows as much personal achievement as possible to be recognised.
- There is a stronger student voice in decision-making across the school.
- It gives everyone a long-term focus.

It can promote a healthy sense of competition where students learn through experience how to best respond to success and failure.

Appendix 2

This table maps out the links between our Sixth Form curriculum and employment.

Careers Pathway	Subject	Qualification	Labour Market
Science	Biology	A Level	<ul style="list-style-type: none"> • Caring Personal Services Occupations • Corporate Managers and Directors • Business and Public Service Associate Professionals • Administration Occupations • Science Research Engineering and Technology Professionals • Health Professionals • Property and Construction
	Chemistry	A Level	
	Computer Science	A Level	
	Maths	A Level	
	EPQ	L3	
	Psychology	A Level	
	Geography	A Level	
	Maths	A Level	
	Physics	A Level	
	Sport	BTEC L3	
	Health and Social Care	BTEC L3	
Criminology	A Level		
Humanities	Psychology	A Level	<ul style="list-style-type: none"> • Elementary Administrative and Service Occupations • Caring Personal Services Occupations • Corporate Managers and Directors • Business and Public Service Associate Professionals • Administration Occupations • Business Media and Public Service Professionals • Sales Occupations Health Professionals
	English Literature	A Level	
	EPQ	L3	
	French	A Level	
	Geography	A Level	
	History	A Level	
	Sociology	A Level	
	Spanish	A Level	
	German	A Level	
Business Management	Business Studies	A Level	<ul style="list-style-type: none"> • Elementary Administrative and Service Occupations • Corporate Managers and Directors • Business and Public Service Associate Professionals • Administration Occupations • Business Media and Public Service Professionals • Sales Occupations Property and Constructions • Business Support Services • Retail and Leisure
	Computer Science	A Level	
	English Literature	A Level	
	EPQ	L3	
	Geography	A Level	
	Product Design	A Level	
	Sport	BTEC L3	
Creative & Communication	Art	A Level	<ul style="list-style-type: none"> • Caring Personal Service Occupations • Administration Occupations • Business Media and Public Service Professionals • Sales Occupations • Retail and Leisure
	Dance	A Level	
	Drama	A Level	
	English Language & Literature	A Level	
	English Literature	A Level	
	EPQ	L3	
	Fashion and Textiles	A Level	
	French	A Level	
	Media Studies	BTEC L3	

	Music	A Level	
	Performing Arts	BTEC	
	Physical Education	BTEC L3	
	Film Studies	A Level	
Social Sciences	Health and Social Care	BTEC L3	<ul style="list-style-type: none"> • Caring Personal Service Occupations • Elementary Administrative and Service Occupations • Health Professionals • Retail and Leisure
	Geography	A Level	
	History	A Level	
	Psychology	A Level	
	Sociology	A Level	
	Criminology	A Level	

Appendix 3

Secondary PSHCE Curriculum Overview

Key Stage 3			
Term and Focus	Year 7	Year 8	Year 9
1 Wider Community	Who am I What does it mean to be a British Citizen Celebrating diversity Being tolerant Being charitable Making ethical decisions Gang culture/ Knife crime	Preventing extremism and radicalisation Dealing with Islamophobia Stereotyping, discrimination and prejudice LGBT+ (J) Teaching tolerance County lines	Sustainability Acid attacks Foreign Aid Immigration and diversity Challenging extremist views County lines/ gang culture/ Knife crime
2 Collaboration	Making friends Helping those who are struggling Physical and emotional health Working together Dealing with confrontation Changing family relationships	Emotional Literacy Healthy relationships Balance of power in relationships (J) Mental Health (J) Social injustice (J) Blood donation(J)	Peer pressure Mental health and ill health (J) Anxiety disorders (J) Depression (J) Managing emotional changes (J) Resilience(J)
3 Active Global Citizens	Understanding democracy Human rights Being politically engaged Promoting change How much influence do I have The UN and Global Goals	Caring for the environment Active Global citizens The power of the individual Poverty Zero hunger Global inequalities	Project based learning, exploring democracy within the school setting Identify a cause Creating an argument for change Mobilising supporters Campaigning for change
4 Employability	Being an aspirational Student Wants and needs Budgeting Creating a personal budget Understanding financial products Savings, loans and interest rates	Communication skills Personal Development and target setting Managing behaviours/ achieving targets Teamwork skills How can we be entrepreneurs Careers and finance- payslips	Developing interpersonal skills Enterprising personality The world of work Growth Mindset Avoiding debt Consumer rights
5 Rights and Respect	Media portrayal of relationships (J) Healthy relationships(J) Assertiveness(J) Self-image Alcohol/ Drugs/ peer pressure Online safety/Sexting (J)	Personal Safety and first aid Online etiquette and personal safety (J) Consent Sexual exploitation Alcohol and risky behaviours(J) Bullying	Protection from discrimination and prejudice Young offenders Drugs legislation/ classification (J) CPR/ Substances and safety (J) Grooming (J) Sexual consent (J)
6 SRE	Puberty and body development (J) Intimate relationships (J) FGM (J) Consent (J) Mood changes(J) Vaccinations (J) Nutrition (J)	Negative self-talk (J) Resilience (J) Pornography Behaviours in healthy and unhealthy relationships (J) Intimate relationships (J) Physical attraction (J)	Power and control in intimate relationships (J) Sex and the law (J) Pornography and stereotypes (J) Family planning (J) STI's (J) Body and brain changes (J)

Key Stage 4

Term	Year 10	Year 11
1. Wider Community	Homelessness Hate crimes Anti- social behaviour Overt and covert racism Crime/ Gangs/ County lines Fake News- critical thinking skills	*
2. Collaboration	Grief loss and bereavement (J) Ending relationships safely (J) Positive impact of volunteering (J) Organ donation (J) Stem Cells (J) Sustaining long term relationships(J) Common threats to health (J) Mental health issues – Suicide and anxiety	Managing exam stress (J) Stages of intimate relationships (J) Resilience- what to do when things go wrong (J) Why happiness is important First aid CPR (J) Mental health - gambling
3. Active Global Citizens	Sustainable living International Women’s Day Challenging inequality Amnesty international UN bill of human rights Charitable giving	*
4. Employability	Managing time effectively Work place rights and responsibilities CV writing Preparing for work experience STEM careers Choosing a career	Health and safety at work Preparing for interview Applying to colleges and universities GCSE revision and study skills Digital footprint Trade unions
5. Rights and Respect	Criminal Justice system Misuse of prescription drugs (J) Use of online data- assessing and managing risk (J) Physical health and achieving goals (J) Binge drinking Tattoos and piercings	Internet- the dark web Cyber crime Equality relating to disability Sexual pressure (J) Honour based violence (J) FGM LGBTQ+ rights
6. SRE	Sexual health/ blood born infections (J) Sexual identity/ gender/ spectrum (J) Diet and long term health (J) Abuse in teenage relationships (J) Arranged marriages Stereotypes in romantic relationships (J)	STI’s(J) Fertility (J) Contraception/ pregnancy truths and myths (J) Positive and negative connotations of sex (J) Coming out (J) Control and sexual experimentation

Key Stage 5

Term	Year 12	Year 13
1. British Values / UCAS and employability skills	Roles and Responsibilities as a British citizen Freedom, Tolerance, Respect for the rule of law	UCAS – Personal statement writing workshops, external support on the overall process <ul style="list-style-type: none"> • Interviewing techniques • Success – what does it look like? University survival: <ul style="list-style-type: none"> • Finance, Cooking, • Hygiene, well-being • Study Skills • Time Management • Revision • Techniques/ Skill • Reflection • Presentation skills/public speaking • The importance of Sleep
2. British Values / UCAS	Belief in personal and social responsibility Respect for British institutions Politics Religious toleration The welfare state Respect for law and order The monarchy	UCAS – Personal statement writing workshops, external support on the overall process Interviewing techniques Success – what does it look like? University survival: <ul style="list-style-type: none"> • Finance, Cooking, • Hygiene, well-being • Study Skills • Time Management • Revision • Techniques/ Skill • Reflection • Presentation skills/public speaking • The importance of Sleep
3. Health and Well being	Health (eating disorders) Sexual health Alcohol and drug awareness Mental Health - Managing stress Stress Disability	Revision / Support regarding individual subjects and examination content
4. Global issues	Fair Trade Global Warming (An inconvenient Truth) Recycling Human Rights Genocide Human trafficking Religion and Extremism	Revision / Support regarding individual subjects and examination content
5. UCAS VS apprenticeships / Social issues	Drugs Knife crime Alcohol Consent Racism Relationships Life after COVID Self-harm Smoking UCAS – What's it all about? Personal statement writing workshops Apprenticeships – What's it all about? Is it right for me?	Revision / Support regarding individual subjects and examination content ** Study Leave**
6. Social Issues continued/ UCAS	Charity work Discrimination and Equality Fire Safety Road safety Medical ethics – animal testing Abortion	Revision / Support regarding individual subjects and examination content **Study Leave **