Relationships Education
Health Education (Health and Wellbeing)
Economic and Careers Education (Economic Wellbeing)

PSHE Curriculum Map	
Castlefield Campus Curriculum vision 	At the Castlefield Campus, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to GCSE level with a range of BTEC/GCSE options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum. We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.
PSHE vision 	Our curriculum seeks to follow the National Curriculum prioritising emotional wellbeing alongside academic achievements in order to meet the individual needs of our pupils, this is exemplified by our in depth focus on each of the core themes daily throughout the academic year through daily specific targeted lessons in which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps young people to stay healthy and safe, whilst preparing them to make the most of life and work in 21st Century Britain.

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

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Curriculum ‘at a glance’

	Autumn		Spring		Summer	
Year 7	Emotional Wellbeing: Managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences in Relationships	Financial Decisions
Year 8	Health and Wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and Unhealthy Relationships	Managing Money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Intimate sexual relationships	Navigating online harms
Year 10	Independence, Health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Exploring consent and recognising abuse	Study, work and careers
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Online financial harms	

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		Term 1		Term 2		Term 3	
	Weeks	8	7	6	6	7	7
Year 7	*Core Knowledge/ Skills and Concepts*	**Emotional Wellbeing: managing change and transition** Transition to secondary school, set learning goals and develop social and emotional skills	**Friendship and bullying** The principles of healthy and unhealthy friendships and how to respond to bullying	**Families and changing relationships** The role of families including caring for each other in changing circumstances, such as divorce or separation	**Puberty and keeping safe** Learning about testicular and vulval health, as well as how to identify and report abuse	**Influences in Relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decisions** Spending, budgeting, jobs, inflation and being a critical consumer
	Weekly Focus	1.Transition to KS3 (MW1) • Go through what the point of PSHE is. • Establish ground rules. • Differences between primary school and secondary school • Who you can go to if you need any help. 2.Emotional Resilience (MW4) • How to deal with emotions in school • Concerns about different emotions in high school. 3.Strengths in school (PS3) • What are strengths and qualities. • Understanding what strengths and qualities are needed for different jobs. • Identifying their own strengths and qualities. 4. Thriving in secondary school (RR5) • Understanding the reasons why rules are in place in a school setting • Understanding respect 5.Goal setting (MW7) • Understanding how to set goals • Understanding the need for goals 6&7.Personal Safety (BS4) • What do we mean by risk. • What types of risk do you encounter daily • How do you deal with risk	Identities rights and responsibilities (RR4) • Characteristics and traits • Difference between rights and responsibilities • Respecting identity 2.Living in a diverse society (F1) • What is diversity • Looking at the ancestry of different people in Britain 3.How to challenge discrimination, prejudice and bullying (RR9) • Why do people feel discriminated against. • What is prejudice, discrimination and bullying, how do they present themselves. 4.The signs and effects of being bullied (RR6) • What is the difference between bullying and banter. • Impact of being bullied. • Relating bullying to the British Values 5.How to respond to cyberbullying (RR5) • What is cyberbullying? • What is the law on cyberbullying and trolling 6.How to respond to being bullied (RR6) • What is the difference between a bystander and an upstander? • How would a bystander respond to a bullying scenario and how would	1.Family diversity (F7) • Different types of families 2.Roles of the family (F7) • What is the role of each person in the family 3.Changes a family can go through (F6) • How grief, loss and separation can have an impact on the family. 4.Managing conflict in families (F6) • Understanding that conflict is normal • Understanding the levels of conflict and how to manage it successfully. 5.Family courts (F8) • Understanding when a family needs help. 6.Consolidation (F6,7,8) • Students to use everything they have learnt to complete a guide for younger students on families and changing relationships,	1 .Physical and emotional changes during puberty (DB1) • What is puberty? • What goes on during puberty? • What changes occur during puberty? 2.Staying hygienic (HPP1) • Why is personal hygiene so important • How often should you clean parts of your body and items of clothes 3.Menstraul cycle and taking care of the vulva (DB3) • What a period is, and the menstrual cycle • How to take care of the vulva 4. Testicular health (DB4) • How to look after the testicles • How to feel for testicular cancer 5. Making a disclosure (PS4) • Who is a trusted adult • What will happen when you make a disclosure 6.FGM (BS13) • What is FGM? • What countries does FGM take place in • FGM and the law	1.What makes a healthy relationship? (RR1) • What does a healthy relationship look like? • What does an unhealthy relationship look like? 2.Having good friends (RR2) • Are you a good friend? • How do you deal with a friend who isn't very nice to you? 3.Respecting boundaries and consent (RR8) • Understanding what consent is • Understanding boundaries 4.Relationships on screen (RR9) • What do relationships look like on screen? • Why are relationships on tv not realistic? 5.Conflicts and communication (RR5) • Understanding what compromise is • Understanding how to talk to someone in a assertive way 6.Online relationships (OSA2) • What should you share online? • How should you keep yourself safe online.	1.Spending decisions • What are wants and needs • Ethical spending decisions 2. Budgeting • What are transactions • What are income and expenses 3.Getting a job • What are ways of making money? • Looking at different job profiles 4. Inflation • How does inflation work • What is a cost of living crisis? 5. Critical Consumer • What influences our decisions of what to buy • Being persuaded by adverts 6. Budget decision making • Can you successfully budget for a holiday

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		• How do you ensure the safety of yourself and others.	an upstander respond to a bullying scenario • Play the bystander and upstander game which requires you to print and cut out extra work sheets 7. Coercive friendships (RR10) • Understanding what a coercive relationship is • Looking at how people can end up in organised crime and where there are points that their lives can change.				
Year 8	*Weeks*	8	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	**Health and wellbeing** Developing decision-making skills that support a healthy lifestyle and wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change	**Personal safety and managing risk** Ability of students to assess risk and support their personal safety in a range of contexts, including roads, water, alcohol and drugs.	**Belonging and community** How to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	**The online world** Recognising how behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.	**Healthy and unhealthy relationships** This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.	**Managing Money** Understanding how to open a bank account and the reasons behind savings.
	Weekly Focus	1. What are healthy eating choices? (HE1, HE2, HE3) • What makes a balanced diet • What are the barriers to a balanced diet 2.Dental health (HPP2) • How should you brush your teeth • Going to the dentist 3.Sleeping (MW2) • Understanding healthy sleeping patterns • Creating a good sleep routine. 4.Physical activity (PHF1) • What is physical activity and why is it good for you • What are the barriers to physical activity 5.Energy drinks and caffeine (HE1) • To understand the long term and short term impact energy drinks can have on the body	1. Firework Safety (BS4) • What is the law and fireworks • How can young people 2. Road Safety (BS4) • Safety when crossing the road • Safety on a bike • Safety on an Escooter 3.Personal Safety (BS40 • What do we mean by risk and types of risk in the home • Judging risk when out and about 4.First Aid (BFA1, BFA3) • How to undertake basic first aid • Recognising dangers 5. CPR (BFA2) • Understanding how to use a defibrillator • Knowing how to put someone into the recovery position. 6. Water risks (PS1)	1.Identities rights and responsibilities (RR1) • What's a right what's a responsibility? • The Human Rights Act. 2.Protected Characteristics (RR5) • What are the 9 Protected Characteristics as part of the 2010 Equality Act • Looking at different scenarios 3.Why is it important to challenge racism? (RR4) • Impact racism has on people. • How to successfully challenge racism. 4.How should we challenge LGBTQ+ and transphobia? (RR6) • History of Pride. • The different forms of discrimination against LGTBQ+ community. 5.Discrimination against disability (RR6)	1.Click and pay: Phones and financial risk (OSA14) • The scams that people can be involved in • The dangers of phones and payments to gaming sites 2.Gaming, social media and algorithms (OSA9) • The misconceptions of gaming and social media • The dangers of algorithms 3.Money matters: seeking support (OSA14) • Dangers of losing money online. • How to get help 4.The business of influence (OSA3) • What role do influences play in the online world • Why can we not always trust influencers 5.Feeding the algorithm (OSA10)	1.Healthy relationships (RR5) • What makes a healthy relationship • How to communicate effectively. 2. Sexualised media (OSA8) • How does media appeal to different genders? • Gender stereotypes 3.Safer online relationships (RR6) • Understanding how to use social media appropriately. 4. Harmful sexual behaviour (BS8) • Different types of sexual harassment • What ways do people show harmful sexual behaviour 5. Consent and sharing nudes (OSA4, OSA5, OSA6) • What is consent • What are the dangers of sharing nudes 6. Gender based violence (RR9)	1.How to open a bank account • What types of accounts are there? 2. How to read a bank statement • What do the different codes on a bank statement mean? 3.How to save money • What types of savings accounts are there? • How to try to save money 4.Healthy coping strategies (H10) • Different strategies to help • What advice would you give in these scenarios 5. Bank cards • What are the differences between debit, credit and prepaid cards • What is a payday loan? 6. Guidance to banking • Make a guide to banking for young people.

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		6.Smoking and vaping (DATV6, DATV7) • What is the difference between vaping and smoking? • Where can you get support if you wish to stop smoking. 7. Alcohol (DATV3, DATV4)) • Understanding the problems of binge drinking • Unhealthy habits which come from alcohol misuse	• Aware of the risks of different types of open water 7.Climate change (MW6) • Understanding the worries and concerns that climate change brings to people • Thinking about the grounding effect of nature.	• Different types of disabilities • What is discrimination? • How to challenge discrimination. 6.Media influence on people (RR4) • What types of ways does the media influence us in our thoughts and feelings towards other people. • How to stand up to discrimination.	• Social media and the influence on body image • What can happen with algorithm? 6.Identitity fraud and data protection (OSA12) • What is fraud • How can you be a victim of fraud • What is identity theft?	• What types of gender based violence is committed. • What is the impact of this violence?	

Year 9	*Weeks*	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	**Mental Health and Wellbeing** Learning essential self-regulation strategies and apply them to new and complex situations	**Careers and future choices** Learning strengths, career options and goal setting as part of the GCSE options process	**Drug Education** Alcohol and drug misuse and pressures relating to drug use	**Managing risk in relation to the law** Assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.	**Intimate Sexual relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Navigating online harms** Online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.
	Weekly Focus	1.Poor mental health (MW1) • What is mental health? • Signs of poor mental health 2.Mental Health Misconceptions (MW3) • What are the misconceptions about mental health • Talking about mental health 3.Unhealthy coping strategies (MW7) • What are unhealthy coping strategies • How to get help 4.Healthy coping strategies (MW7) • Different strategies to help • What advice would you give in these scenarios 5. Coping with distractions (MW6) • The influence of social media and use of phone on our mental health	1.Exploring career interests • Understanding what values are and what are interest • How personal interests can lead to an interest in a career 2.Work Patterns and work places • Types of employment • Types of contracts • The benefits of different working patterns 3.Showcasing strengths online (OSA1) • What is safe to share • How what you share can highlight your strengths 4.Managing online reputation (OSA2) • Understanding how your online presence can effect your career • Knowing what is good to share and not share. 5,6&7. Food enterprise challenge	1.Energy drinks and caffeine (DATV1) • What is inside an energy drink • Why are energy drinks back 2.Smoking (DATV6) • What is in a cigarette • Why does smoking become addictive 3.Vaping (DATV7) • What was the original reason for vapes • Why are vapes bad • What should the government do about vapes 4.Alcohol (DATV3) • Understanding the problems of binge drinking • Unhealthy habits which come from alcohol misuse 5.Drugs and dangers (DATV 2)	1&2.Gang affiliation (BS4) • Why do young people join gangs? • What choices are available to those in gangs. 3.Legal and Physical risks of carrying a knife (PS4) • Myths and truths about carrying a knife. • The consequences of carrying a knife through looking at a scenario 3.Serious and organised crime (PS5) • Being involved in exploitation and drug possession 4.Causes of cybercrime (OSA8) • Identity theft • Scams 5.Effects of cybercrime (OSA8) • The effects of cybercrime • consequences 6.Run, hide, tell	1.Avoiding misconceptions and assumptions (ISR12) • Distinguishing between myth and fact 2.Consent (ISR2) • What is consent • When is consent to be used 3.Healthy relationships (ISR4) • What makes a healthy relationship • What makes an unhealthy relationship 4. Respecting you, me us (ISR4) • Use of CEOP resources • Having self respect 5.Contraception (ISR6) • Different forms of contraception 6.Sexual Health (ISR8) • What are the different STIs • How do you deal with having an STI 7.Managing the ending of relationships (RR7)	1.Sending nudes (OSA4,5,6) • Consequences of sending nudes • Law around sending nudes 2.Motivation for sending deepfakes (OSA7) • What is a deepfake? • Why do people sent deepfakes? 3.Tackling deepfakes (OSA7) • What to do if you are subject of a deepfake • Law around deepfakes 4. Explaining misogyny (RR9 & OSA8) • What is misogyny? • What are the harms of misogyny 5.Tackling misogyny (OSA8) • How to deal with misogyny • The law behind misogyny 6.Chat bots (OSA15)

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		• How to avoid distractions on your phone 6. Coping with emotions (MW6) • Understanding different ways to cope with emotions 7.Body Image (WO2) • Social media and the influence on body image • How to have a positive body image 1.	• Students will undertake designing a new product for the food industry • Understanding about branding, food laws and promotion • Producing a product and a presentation,.	• What are the different classes of drugs? • What is the law around drugs? 6.Substance misuse (DATV2) • How might people misuse substances • Where can they find help? 7.Perscription Drugs (DATV5) • Understanding the dangers of prescription drug misuse • Understanding the myths behind prescription drug misuse	• What to do in the event that you are caught up in an attack	• What to do when a relationship ends	• How are chat bots effecting relationships? • Dangers of chat bots

Year 10	*Weeks*	7	7	6	6	7	7
	Core Knowledge/ Skills and Concepts	**Independence, health choices and wellbeing** Enabling students to make informed, healthy and responsible health choices as they transition to key stage 4	**Navigating the online world** This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	**Friendship. diversity and challenging extremism** Supporting students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism	**Managing influence** Helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.	**Exploring abuse and recognising consent** The understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.	**Study, work and careers** Preparation for and evaluation of work experience and readiness for work
	Weekly Focus	1.Living independently (PS3) • Understanding how to rent a property • Understanding the money you would need to budget for to live independently 2.Registering with a GP (HPP8) • Understanding the role of a GP and when to go to a GP • Registering with a GP 3.Dentist and opticians (HPP2)	1.AI in daily lives (OSA15) • How do we use AI in our daily lives • How is AI useful? 2. Limitations of AI (OSA15) • Understanding why the AI can make mistakes • Looking at how to challenge AI 3. Chatbots and their effects on relationships (OSA15) • Understanding how chat bots are not real and can only mimic humans	1.Bullying behaviour (RR1) • Recognising bullying behaviour • Challenging bullying behaviour • Challenging unhealthy attitudes to bullying 2.What does it mean to be British? (RR4) • Protected characteristics under the Equality Act 2010 • Difference between an Asylum Seeker and a refugee	1.Social media influencers and money (OSA3, WO2) • What is a social media influencer • How do they make money 2.Social media influencers and trust (OSA3, WO5) • Can we always trust the products that social media influencers are promoting to us • Instagram v reality 3.Impact of misogyny (OSA8)	1.Pleasure during sex (ISR1,2,3) • Masturbation. The good and bad points • Consent 2. Assumptions and misconceptions of sex (ISR12) • What is sex, gender and sexual orientation • What are the misconceptions in sex 3. Online relationships (OSA14) • The dangers of online relationships	1.Identifying Career Preferences • Working patterns and contracts • Transferable skills 2.Navagating the career landscape • Manchester LMI • Growth sectors 3.Mapping a career path • Different qualifications post 16 • Skills and qualities 4.Making a good impression • Judging people by their looks

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		• The importance of going to the dentist and looking after your oral hygiene • The dangers of 'Turkey Teeth' • Importance of eye tests • STI screening and how to get free condoms 4.Breast and testicles checks (HPP4) • Go through the checks video and fill in the booklet 5.Vaccinations (HPP5) • Myths and truths of vaccinations • Eradication of diseases and the issues with anti-vaxxers 6.Organ and blood donation (HPP9) • What organs can be used? • How to opt in and out of being an organ donor • Create a campaign to encourage more people to give blood. 7. Food for thought (HE1,2,3) • Understanding food labels. • Understanding the barriers to eating healthy.	4. Social media and fake news (OSA3) • Understanding what a conspiracy theory is and how they can be dangerous • Understanding the harm fake news creates 5.Understanding the harm of deepfakes (OSA7) • Knowing what a deep fake is • Understanding the local, national and international harm it causes 6.Knowing what to do about deepfakes (OSA7) • How can you report deepfakes • How can you tell they are deepfakes 7.Sending nudes (OSA4) • The harm that sending nudes can cause • The legalities of sending nudes • Reasons why people send nudes.	• Experiences of people in Britain 3.Forms of terrorism (RR4) • What is extreme terrorism? • Different types of terrorism, including far right and Islamic radicalisation 4.Radicalisation Process (PS6) • Stages of radicalisation • Different ways in which people are radicalised • Spotting the signs of radicalisation 4.Incels (RR12) • Incel Ideology • Andrew Tate and Jake Davison • The causes that lead to someone becoming an incel 6. Anti-Semitism and Islamophobia (RR9) • Distortion of symbols like the swastika • Unprovoked attacks on Jews • Reality of Islam	• What are the signs of misogyny? • What is the impact of misogyny? 4.Challenging misogyny (RR9) • How can we challenge those with misogynistic views? 5.Gambling influences (WO4, MW8) • How does the gambling industry try to entice us to part with our money 6. Gambling influences (Wo4, MW8) • Gambling documentary on channel 4	• Murder of Kayleigh Heywood and Breck Bednar 4. The problem with porn (RR11, OSA11, BS15) • Porn life or real-life sex situations • Impact of media and AI and deep fakes 5.Reporting abuse in relationships (BS5,6) • What constitutes as sexual harassment • Where can you report issues in your relationships? 6. FGM (BS13) • What is FGM? • How to respond to FGM 7. 'Honour' Based Violence (F5, BS12) • What is 'honour' based violence • Who is affected by 'honour' based violence • What laws and support is in place for 'honour' based violence.	• Professional email writing • Writing a CV 5, 6, 7. Festival challenge • GB 2,3,4,6 • The planning and logistics around organising and hosting a festival

Year 11	*Weeks*	7	8	6	6	7	
	Core Knowledge/ Skills and Concepts	**Lifelong Wellbeing** Exploring strategies that support wellbeing including mental health as well as managing workload and priorities.	**Drugs and personal safety** Supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.	**Safe relationships and sexual health** Helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, and make informed decisions about sexual health.	**Families, fertility and pregnancy** Exploring family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	**Online financial harms** Understanding online financial risks, manage spending safely, and recognise and respond to financial exploitation.	

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	Weekly focus	1.Feelings (MW4) • Looking at what changes when students move through KS4 • Looking at anxiety and how famous people have dealt with anxiety • Giving advice to younger people 2.Managing challenges during adolescence (MW1) • The different feelings that emerge as a result of change, both positive and negative. • Building resilience and coping mechanisms 3.Recognising mental health (MW3) • Stereotypical thoughts about people who have poor mental health • Looking at who you can talk to if you have poor mental health 4&5.Mental Health Illnesses (MW5) • Different mental health illnesses such as Bipolar, depression, Anxiety, schizophrenia, eating disorders and OCD • The different treatments available for mental health disorders. 6.Promoting good mental health (MW6) • Different strategies to help with poor mental health. • Advice and support groups for people suffering with poor mental health. 7. Mental Health and stigma (MW1) • Different ways in which celebrities with poor mental health have been stigmatised.	1.Risk of taking drugs (DATV1) • What are the physical and mental risks of taking drugs 2.Influence of taking drugs (DATV2) • What influences people to take drugs 3.Seeking help when taking drugs (DATV2) • Where you can get help from and what resources are out there 4.How gang life starts (PS2) • What makes a person join a gang 5.The risks of being involved in gang life (PS3) • The realities of gang life 6, Exit strategies from gangs (PS5) • Watching a documentary about a former gang member who turned his life around • Read through other experiences of young people who were involved with gangs 7. VAWG (BS5) • How there is an increase in violence towards women and girls and how to recognise it and deal with it. • Challenging rape culture • Where to get help when raped • What is an abusive relationship • What is coercive behaviour • Why do people stay in an abusive relationship • Agencies that people can get help from. Explore endthefear.co.uk to show students how useful it is as a website.	1 Healthy and unhealthy relationships (RR10) • Understanding the different types of relationships • Coercion and control 2. Power and control in relationships (RR11) • Potential to be exploited 3. Setting boundaries and getting help (RR11, ISR11) • Respecting people's boundaries. • Taking back control 4. Relationship behaviours (ISR5, BS14) • Understanding what acceptable behaviour in a relationship is • Strangulation 5. Contraception (ISR6) • Types of contraception 6. Sexual health (ISR8, 9) • Types of STI's • Medical help	1.Marriage and long term commitment (F1) • To understand the commitments to a long term relationship 2,Legal status of marriage (F3,4) • The difference between cohabiting, common marriage law and marriage 3.Readiness for parenthood (F7) • What is fertility? • What does a child need? • What can harm your chances of conceiving? 4.Pregnancy options (ISR7) • Morning After Pill • What factors influence your decision to have a child • Miscarriage 5.Abortion (ISR7) • Facts about abortion • What influences a decision to have an abortion • Adoption as another option 6.Managing loss and grief (F6) • What is grief? • 5 stages of grief • How to behave and help someone who is suffering from grief.	1.Budgeting • The difference between wants and needs. • Knowing the difference between income, expenditure and budget 2. Good and bad debt • Knowing what is good debt (credit cards, uni loan, mortgage) and bad debt (pay day loans) • What is unmanageable debt 3. Pay day loans and interest rates • Understanding what interest rates are • Understanding the dangers of taking out a payday loan 4.Broke and British • Watch documentary on payday loans from BBC Three 5. Crypto currencies • What is crypto currency • How does crypto currency work • Dangers of crypto currency 6. Financial exploitation • What is financial exploitation • How can you become a victim of financial exploitation 7. Money laundering • What is money laundering • What are the risks of money laundering	

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		• The media and how they perceive and present mental health Roman Kemp on his friend who committed suicide. Need to view with discretion.					