

KEY STAGE 4

Pearson Edexcel Functional Skills ICT

Students across these sites in Years 10 and 11 have the opportunity to study an ICT qualification at Level 1 and Level 2. Designed to equip learners with the basic skills they need to operate confidently, effectively and independently in education, work and everyday life, through this qualification they will learn skills required in Spreadsheets, Online searching, Design and using email.

Maths

Maths at Brookfield follows a variety of pathways depending on the needs of each individual student. We focus on AQA Entry Level 3 Maths, Edexcel Functional Skills Level 1 and 2 as well as AQA GCSE Mathematics. Baseline assessments and teacher assessments are completed to evaluate which qualification would be most appropriate.

AQA Entry Level 3

The AQA Entry Level 3 qualification focuses on the following 8 components-

- Component 1: properties of number
- Component 2: the four operations
- Component 3: ratio
- Component 4: money
- Component 5: the calendar and time
- Component 6: measures
- Component 7: geometry
- Component 8: statistics

This qualification ensures that the students who complete it will leave Brookfield with the basic skills of the subject and will be given a worthwhile educational experience.

The AQA Entry Level was chosen as we have the flexibility of either submitting a portfolio of classwork with assessments, or all assessments. This gives us the opportunity to tailor the qualification to the needs of the individual a lot more than other exam boards. Additionally, it is broken down into clear components which can be taught in any order. The headings are clear to students that these are skills that are linked to daily life therefore enhancing interest in learning. Calculators can also be used for all components, excluding component 2. The option of using a calculator will give some students more confidence when working.

Edexcel Functional Skills Level 1 and 2

The vast majority of students at Brookfield will be entered for their Functional Skills Level 1 in either Year 10 or 11. Higher ability students will then be entered for their Level 2 qualification.

Edexcel Functional Skills mathematics qualifications are designed to equip learners with the skills they need to operate confidently, effectively and independently in education, work and everyday life.

The aims of these qualifications are to develop learner understanding and skills in:

- ☒ Representing – selecting the mathematics and information to model a situation.
- ☒ Analysing – processing and using mathematics.
- ☒ Interpreting – interpreting and communication the results of the analysis.

The qualification has been designed to run alongside the GCSE Scheme of work to provide a fluid learning journey.

The level 1 Functional Skills is equivalent to half a GCSE at Grade 3 (D/E).

The level 2 Functional Skills is equivalent to half a GCSE at Grade 5/6 (B).

When confident of the learners ability of the specification, they will then sit an external exam to achieve their qualification.

With the nature of the students, the fact that many/all are walking into their GCSE with already achieving this qualification is a relief. Having the option of using a calculator when sitting the exam will also help with confidence too. The Edexcel Functional Skills exam can be sat throughout the year and students have the opportunity to resit if they don't pass the first time.

As the exam questions are linked to life skills, many find it more relatable and realise that maths is used everywhere. This can spark a more positive outlook with their learning.

AQA Maths GCSE (Foundation/ Higher)

As previously mentioned, the Functional Skills qualification runs alongside the GCSE scheme of work for a fluid learning journey. The majority of students follow the AQA route map with the intention of gaining their GCSE maths qualification.

The content has been organised into the following broad topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

In Year 11, students will then sit 3 GCSE papers to gain their qualification. There is 1 non-calculator paper and 2 calculator papers.

When joining Brookfield in September 2018, the school was already using AQA as their maths exam board. The previous person in charge of maths explored which papers were more accessible with the students. This has not changed as we agree with AQA that 'questions are more accessible, clear and straightforward, minimising undue use of language which might act as a barrier to students'. Evidence has shown that AQA use less words in comparison to other exam boards. Although we do focus on mathematical language, it does make papers less complicated. Additionally, they 'offer some realistic contexts within which students can demonstrate their understanding of the appropriate maths'. The multiple choice questions at the start of the papers are interesting as it is important to focus on common misconceptions and it allows the students to challenge their own working out.

Science

KS4 – From year 9 onwards, pupils' study from a choice of qualifications based on their individual needs. They may take the ELC in Science and then go on to compete either BTEC applied science or GCSE combined. Pupils could sit the BTEC separately and also have the chance to complete both GCSE combined science or Triple science. The pathway is dependent on the pupils needs and ability. Theory is taught alongside practical work where it is relevant. We currently use AQA for the KS4 pupils as it has been judged to be the most accessible course for our pupils. GCSE papers use a selection of question types allowing pupils to demonstrate their understanding of topics more thoroughly.

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English

The English curriculum is now based on the GCSE 1-9 grading system from year 7 upwards. This means that all pupils are focused on improving their skills in the following areas:

ENGLISH LANGUAGE

READING - Read and understand a range of texts to:

AO1: Identify and interpret explicit and implicit information and ideas

Select and synthesise evidence from different texts

AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence on readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references.

WRITING:

AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style, register for different forms, purposes and audiences

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

SPOKEN LANGUAGE (unweighted)

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

ENGLISH LITERATURE

Learners must demonstrate their ability to:

AO1 - Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

A03 - Show understanding of the relationships between texts and the contexts in which they were written.

A04 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Key Stage 4 – Pupils at this stage of their education are given access to a variety of texts that have been used in past exam papers and the literature texts that they will be assessed on in the English Literature GCSE exam, if they are entered. All pupils at Brookfield are given access to three different qualifications. The qualifications they are entered for are dependent on their ability and the rate of progress they are making. These qualifications are English Entry Level, English Language GCSE and English Literature GCSE.

ICT & Computing

Key stage 4 – here, pupils will be working towards achieving a Pass at Functional Skills ICT level 1 and possibly level 2. They will learn about how ICT and Computing is used vocationally and how such skills benefit industry and business. This will improve their chances when applying for future college and job opportunities.

Pupils will learn how spreadsheets and databases are used vocationally and understand the need for analysing data and data validity. Working securely will also be covered, preparing pupils for using computers at home as well as through networks in the work place.

The assessments will also address word processing, how ICT is used in marketing and using the Internet (including email) effectively.

Outdoor Education

At Brookfield school we use Outdoor Education and adventure along with creativity and teamwork to contribute positively to the learning journey of our students and to capitalise on the potential of outdoor learning and education as an effective approach.

We encourage students to push their boundaries and to achieve beyond their own expectations and to improve their self confidence in a stimulating environment.

Our Students use all their communication skills in a safe environment, problem solving, using creativity, thinking outside the box, cooperating and taking leadership roles as well as learning

about risk and taking risks in a safe and secure environment where they can grow in confidence therefore enhancing their wellbeing.

During Outdoor activities our students learn to make connections between their experiences and the experiences of others and the society around them. They are constantly developing their skills for learning, skills for life and work and developing an interest in a healthy lifestyle and extending their experiences and boundaries as well as opening doors for future health and wellbeing.

Our students are given the opportunity to try and take part in many Outdoor activities and adventures which are tailored to their individual needs.

Activities include: Kayaking and canoeing

Water Activities

Rock Climbing and Abseiling

Bushcraft and Survival

Archery

Fishing

Mountain Biking

Mountain and Hill walking

Duke of Edinburgh Awards

Orienteering

Sport and Physical Education at Bispham Brookfield Site

At Bispham pupils have a wide range of access to both practical and academic sporting opportunities. Pupils experience of sport and physical education is tailored to their practical and academic needs and abilities.

Practical

All pupils have a core offer in which they take part in a range of activities that develop personal fitness and promote an active, healthy lifestyle. A range of team and individual sports are taught with an emphasis on pupils mastering tactics and strategies within these activities to improve their performance. These activities include football, basketball, tennis, cricket, golf,

swimming, athletics and fitness. Pupil technique and skill mastery underpin the development of performance to enable pupils to participate in a meaningful way so that they can engage to a level where they will benefit from improvements in physical fitness and health. Pupils are encouraged to evaluate their own performance so that they can refine and develop their performance and allow for greater improvements. Lessons are differentiated and personalised so that all learners can access the activities and ensure that all learners are challenged and subsequently make effective progress.

Within specific qualifications, pupils have the opportunity to take part in a further range of activities that are often more tailored to meet individual need whilst satisfying the demands of a given program of study. In BTEC Sport, pupils have the opportunity to devise a fitness programme and then attend the gym so that they can complete their fitness program. Clear goals are identified and progress is measured throughout to allow pupils to evaluate their success. Pupils are also required to learn rules, take part in and develop a broader understanding of team and individual sports of their choosing. This allows pupils not strictly suited to highly active sports to demonstrate their skills in sports such as golf, pool and bowling. BTEC sport also allows for pupils to develop their leadership in practical sport, there are also elements which facilitate pupils learning to coach and officiate. This broader offer allows for pupils to have an experience that is suited to their needs and gives them a broader experience of sport as a whole that is not limited to 'performer' or to traditional sports such as football that may not be suited to all, it allows for a much a greater of individualisation which in turn ensures a greater degree of success and progress. Some pupils also have the opportunity to complete GCSE short course. Again, the practical element of the course allows us to play on pupils strengths in that a range of sports are offered to suit pupil need and the offer is not limited to practical performance, it allows for officiating and coaching. This again gives pupils a broader experience of sport and allows them to demonstrate their skills in different areas.

In addition, pupils will also experience outdoor education with the aim of developing confidence, self esteem and collaboration whilst improving fitness and encouraging an appreciation for the outdoor environment. Pupils take part in activities such as kayaking and canoeing ,Water Activities, Rock Climbing and Abseiling, Orienteering, Bush craft and Survival, Archery, Mountain Biking, Mountain and Hill walking

Academic

All pupils follow BTEC Sport and Active leisure level 1 in year 10. The course is a vocational course and as such it provides pupils with the knowledge, understanding and skills they need to prepare them for post 16 progression and subsequent future employment. The course obviously has a sporting theme and as such gives pupils sports specific skills and knowledge, however, the content also allows learners to gain skills and knowledge that can be applied

more broadly to working life. Pupils will take part in sport as outlined above and will also develop skills, knowledge and understanding in the following areas:

- Pupils will gain a knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Pupils will also develop their knowledge of the requirements of a healthy diet.
- Pupils will know where to find job opportunities in sport and active leisure and about the different roles and requirements of different sport and active leisure roles.
- Pupils will plan and prepare different types of
- activities suitable for children. They will understand the importance of the role of the adult in ensuring children's safety in the provision of physical activities
- Pupils will experience helping to plan and implement a sport or active leisure activity.
- Pupils will devise, implement and evaluate a fitness plan. Pupils will have opportunities to use a range of local facilities. Pupils will understand different components of fitness
- The importance of safety in the workplace. Pupils will look at risks and hazards and how their actions can affect their safety and the safety of others, as well as how to deal with low risk hazards.
- Pupils will understand what a work placement involves and will have the opportunity to experience a work placement
- Rights and responsibilities of employees, of how to consider the rights of others, and where in the workplace to get advice and support if problems arise

All pupils will access this course in year 10. The support available to each pupil will vary dependent on their needs. The course is differentiated by the volume of content a learner is able to complete so not all pupils will be able to access all the different aspects of the course. Achievement will be measured by the size of qualification achieved which ranges from an award to a diploma. One of the intended future pathways of the course is a progression to GCSE PE. Learners who demonstrate an ability to cope with level 2 qualifications will progress to GCSE PE in year 11. Learners who are more suited to level 1 study will continue on the course with the aim of completing more content and therefore achieving a larger qualification, a diploma being the target.

Pupils studying GCSE PE in year 11 will follow GCSE short course. The course is designed to equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Specifically pupils will:

- develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport
- develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport
- develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being

- develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport

Pupils will also be required to refine and develop their skills in team and individual sports as outlined earlier in the practical section. Pupils will be assessed on a team and an individual sport that is identified as a sport they have the most ability in.

Work Skills at Bispham Site

All pupils at Bispham undertake a course of study in Work Skills. The course aims to offer pupils a flexible programme of study to improve their understanding and application of employability skills. The knowledge, skills and understanding the course provides is relevant, current and useful for the pupils in their post 16 progression and for their future employment. Pupils are given an insight into a variety of different areas with the aim of giving pupils greater knowledge and self-awareness of what is needed to be successful in the workplace. There is a focus on their own personal and social skills and how to refine these to make themselves more employable. Pupils will also learn specific capabilities and skills that will better equip them for future employment. The areas that we as a school have decided to dedicate our program of study have been carefully selected based on the needs, abilities and personal circumstances of our pupils. The specific areas of focus that pupils develop their skills and knowledge in are as follows:

- Investigating different sources of employment and discovering the best ways of searching for employment that matches pupils skills, interests and abilities. Pupils learn to understand the application process and examine the different ways they may be asked to apply for a job. Pupils learn to match their skills and interest to jobs and then learn how to effectively translate this into an application form that will support their chances of gaining employment. A key outcome of this unit is learning to effectively fill out an application form
- Pupils will understand how to balance income and expenditure, how to save money and how to borrow safely. Pupils learn how to complete a budget and learn to identify ways of saving money and ways generating income. Pupils also learn how to save money and explore a variety of different saving accounts and other bank accounts. Pupils also gain an understanding of credit and how they may borrow money in the future. The key aim is to get pupils to understand what it will be like when they are responsible for managing their own money and then equip pupils with skills and knowledge they need to effectively do this.
- Pupils will gain knowledge and understanding about their basic rights in the workplace and also the responsibilities different people and themselves have in the workplace. Pupils also get the opportunity to explore specific laws in this area. The aim is to get

pupils to understand what they can expect in the workplace and what is expected of them in the workplace

- Pupils gain an understanding of different types of voluntary work and what the benefits of this are. Pupils get the experience of working as a volunteer and then evaluate what skills they have developed in this process.
- Pupils are given knowledge on the benefit of producing an effective covering letter and CV and also learn where to gather this information and how to put together effectively. Pupils gain an understanding of why references are important and from whom they should seek these from. Ultimately the aim is to get pupils to be able to understand their skills, relate these to a job and create a CV and covering letter that best sells their skills relevant to a given job.

As mentioned all pupils have the opportunity to study work skills. Each pupil will follow a specific size of qualification based on factors such as their own individual needs, their own skills and circumstances, academic ability and other curriculum demands a pupil may have. As such, qualification achievement for each pupil will either be a 30, 70 or 95 GLH award.

Construction

All pupils have the opportunity to opt to study construction. The subject is appropriate and appeals to the skills and interests of the majority of our pupils and as such the majority of our pupils do opt for it. The depth of study each pupil experiences is dependent on their overall career goals, ability levels and other curriculum demands each pupil may have. The primary aim of construction is to provide a program of study that develops basic construction skills for all pupils. Pupils considering a career in construction have an experience which looks to develop the skills and capabilities they need in order to be able to progress to further study in construction, and then ultimately to employment in construction. Pupils are given an introduction to some of the key themes within the construction sector, enabling them to develop and apply their knowledge whilst also acquiring a range of relevant practical, communication and technical construction-related skills.

Pupils are taught both practical skills and theoretical concepts and themes. Practically pupils are taught in small groups allowing for additional support and therefore ensuring that all pupils are given adequate time, support and expertise to be able to master the various practical skills offered. Pupils have specific theory lessons so that they can gain a technical understanding of the practical skills they are learning and also to enable them to learn how to apply this in the construction industry. Pupils also complete academic work that gives them an insight into other areas of construction such as health and safety, employment available in construction and how

best to gain this employment. Specifically, pupils study the following practical and theoretical areas:

- Pupils learn to produce products using timber and in doing so learn a variety of different woodwork skills such as forming corner halving joints. Pupils learn to safely and effectively use different tools and materials and by the of the topic pupils produce a timber product.
- Pupils gain knowledge of the different specialist areas that make up the construction and built environment sector and they are helped to identify careers available in each of these specialist areas. Pupils are supported in using this information to relate to their own skills and aspirations and in doing so are able to pinpoint a specific career path.
- Pupils gain an understanding of the health and safety and welfare issues in construction. Pupils become aware of the potential hazards to which they may be exposed in construction environments and how to reduce these risks. Pupils study specific laws on the topic
- Pupils are given given the opportunity to practise bricklaying techniques used to construct basic brickwork structures, and to use these techniques to construct a half-brick wall. Pupils are shown to work safely and effectively
- Pupils are given the opportunity to practise the wood-jointing techniques used to construct basic wood joints, and to use these techniques to construct a simple joinery item.
- Pupils are given the opportunity to practise painting techniques and use them to paint a flat wall area. Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic painting tasks
- Pupils are given given the opportunity to practise the plumbing techniques used to connect copper tubes and to install hot and cold taps and a tubular swivel trap to a sink. Pupils use these techniques to construct a pipe rig and a functioning sink.
- Pupils are given the opportunity to practise, under supervision, the electrical installation techniques used to wire a basic lighting rig and a basic ring main. Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic electrical installation procedures.
- Pupils are given the opportunity to practise the plastering techniques used to apply basic plastering finishes, and to use these techniques to apply 2-coat plaster to a 3m² solid background.

The comprehensive range of practical skills and class based learning gives pupils an experience that equips them with the skills they need to pursue a career in construction. For learners. Studying less content it provides them with vital practical skills that can be used throughout their lives. As pupils study construction at differing depth, achievement and accreditation varies by size of qualification. Pupils can achieve a 6 credit award right up to a 37 credit diploma dependent on the content completed.

Motor Vehicle Studies

Pupils have the opportunity to follow a course of study in motor vehicle maintenance and repair. Pupils attend an outside provider called 4TECH Moto. Information on 4 TECH Moto can be found below;

At 4Techmoto we specialise in delivering vocational training to young people. We offer courses in motorcycle and motor vehicle engineering as well as construction, ranging from entry level to recognised industry status.

We are an Institute of the Motor Industry approved centre, and deliver courses regulated by this governing body as well as AQA, Open Awards and British Health and Safety Council qualifications. Our training facilities are modern and spacious, designed to provide a true work based learning environment for all, and include a custom built classroom with interactive whiteboard facility.

All staff at 4Techmoto are experts within their professional discipline. Currently we have college lecturers, qualified automotive and motorcycle technicians, construction and groundwork, youth and community workers and pastoral staff.

4techmoto technical teaching staff also have a wealth of Motorsport experience, both in the pit lane and 'on the track' ...disciplines include;

- Motocross.
- Motorcycle road racing.
- Enduro riding.
- Rallying.
- Off-road 4x4 Trials.
- Car road racing
- Sprint and Hill Climbs.
- Motorcycle trials riding.
- Event marshalling/ organisation.

We believe that knowledge should be shared and structure sessions to the groups/individuals needs enabling appropriate learning and pastoral issues to be addressed.

At 4techmoto we aim to empower learners to reach their full potential, enabling students to experience, quality personal and professional growth.

CAST

A small selection of pupils at Brookfield attend an outside provider called CAST. Pupils follow an Employability Level 1 qualification. The course is delivered alongside various activities such as angling, fishing, construction and animal care. Further information on CAST can be found below;

Our vision

CAST North West offers a safe environment for young people to achieve through the sport of angling.

Many of the young people we support face a number of complex barriers that prevent them from achieving in education or training and are in danger of becoming long term unemployed and socially and economically excluded.

We have now expanded our provision that can provide an assessment of the options available to us in terms of extending the current operations, diversification in education and alternative income generation. Indoor and outdoor angling is then combined with these outdoor activities to stimulate interest to learn. The now developed horticulture, conservation, fish breeding, aquaponics, agriculture and bespoke woodwork shops complement the existing fishery management qualifications and angling tuition. All the education stems from the angling aspect of the program and allows young people to make options on the desired learning direction.

All literacy and numeracy is embedded into the portfolio work completed and compliments the practical side of the project. This enables young people to complete task to develop work base learning skills along with a good work ethic.

In addition to the various qualifications and accredited certificates the young people have the opportunity to gain, they will also learn key life skills including confidence, respect, patience and perseverance.

Our second development phase which is now well underway, will see the introduction of rare breed animals, sensory gardens, cycle track, community angling club and two respite facilities.

Alternative Education-Our approach to Education

Angling projects have successfully engaged some of the hardest to reach, using angling to build confidence and self-esteem. The CAST programme uses social, cultural and recreational learning opportunities outside of the classroom that develop students' personal interests, sense of achievement and self-confidence, making learning enjoyable. At CAST we have developed an

education package that embeds literacy and numeracy within all portfolio work and practical sessions.

CAST delivers angling programmes that takes a holistic approach to tackling social exclusion, working on young people's personal development by encouraging pro-social behaviour through activities to improve education opportunities.

Angling techniques combine prolonged focused attention with the instantly gratifying reward of catching a fish. When allied with the beneficial tranquil setting of green environments, angling appears to be effective in assisting young people to strengthen their ability to concentrate and control impulsive behaviour.

CAST combines qualification attainment with more targeted personal and social development work to support those most disengaged with education.

This strengthens young people's close personal relationships, providing positive role models, family bonding opportunities and introducing young people to new peer groups. Staff then are able to develop relationships and work on enhancing employment possibilities alongside education outcomes

This model is extremely effective at tackling youth social exclusion because it facilitates a sense of belonging as well as equipping young people with the necessary skills to flourish.

Art and Design

At Key Stage 4, pupils can opt to study Art and Design as part of a suite of qualifications. Learners will study at which ever level is the most appropriate for their skill set in order to experience the most success whether this be Entry Level or GCSE. Due to small groups, this allows the planning to focus on pupils particularly interests and skills in order to maximise engagement and enjoyment.

Currently we are working on Entry Level as its broad scope is best suited to pupil led learning. Pupils produce a portfolio of coursework in a variety of media which allows them to experiment and find 'best fit' for them. The teacher facilitates this learning, modelling practical elements and suggesting art history links and possible development ideas. The Entry Level culminates in an entirely independent project in response to a chosen, set brief overseen by the teacher.

PSHE (Part of CEMV-Culture, Ethics, Morals and Values)

PSHE at Brookfield takes note of the PSHE Association programmes of study and is based on 3 core themes within which there is broad overlap and flexibility;

Core theme 1: Health and Wellbeing (including healthy lifestyles, mental health and emotional wellbeing, keeping safe, puberty and change, dealing with emergencies)

Core theme 2: Relationships (including a variety of healthy relationships, managing emotions in relationships, risky and/or abusive relationships, equality and diversity)

Core theme 3: Living in the Wider World (including respect for others, rights and responsibilities, different communities, environmental issues, money management)

Through the PSHE curriculum we aim to equip pupils to live healthy, safe, productive lives and to develop confidence, resilience and self-esteem. We do this by providing:

- Accurate, balanced and relevant knowledge taking into account local and national trends
- Opportunities to turn this knowledge into personal understanding through discussion and questioning.
- Opportunities to explore, clarify and if necessary, challenge their own and others' beliefs, attitudes and values.
- A safe space to question and explore feelings and views.

The delivery of PSHE focuses on active learning, questioning and debate. Pupils are encouraged to articulate personal responses and views in order to address misconceptions and develop respect for others' opinions. Topics are kept current and resources are selected to ensure engagement- for example; films, beer goggles, feely bag activities, games and quizzes.

Examples of topics covered in ks4

- Prejudice and discrimination
- Dealing with stress
- Drugs including NPS's and Shisha.
- Gangs
- Sex and relationships- puberty, different relationships, contraception, consent, STI's.
- Parenting
- CSE