



NT CURRICULUM

IT'S YOUR STORY TO TELL

Year 8

Learning Journal

Term 1

2022



YEAR 8 Terms 1 – 3 Inclusive

By the end of this unit, I will know:

	Evidenced	Refined	Key Vocabulary
Term 1: Mexican Day of the Dead			Analyse Architecture Chalk Charcoal Complementary Composition Colour Theory Collage Drawing Designs Form Harmonious Ink Influence Low Relief Mixed media Mark making Natural Forms Oil pastel Painting Palette Papel Picado Pattern Pen Photograph Primary Printmaking Refine Record Sculpture Secondary Shading Shape Stencils Techniques Texture Tone
<i>I am building on my prior knowledge of.....</i>			
Analysing artists to understand their style to influence my own art work.			
Proportion and shape to be accurate in my drawing			
Using a variety of tone when shading to create depth in my work.			
Mark making techniques to show texture and detail in my drawings.			
Closely observing and drawing from secondary sources to create realistic drawings.			
<i>I am developing my skills in.....</i>			
Looking at other cultures to influence my own designs and art work			
The use of pattern and composition in my designs and art work			
Using techniques in stencil design, handling card, scissors and glue with control.			
Exploring stencilling to create a range of outcomes.			
Term 2: Jungles/Bugs/Animals			
<i>I am building on my prior knowledge of.....</i>			
<i>Analysing artists styles to influence my own work.</i>			
Drawing from secondary sources using measured drawing techniques.			
Looking carefully at shape and proportion to create accurate drawings.			
Compositional skills to create a well balance image.			
Colour theory to apply this thoughtfully in my artwork.			
Paint mixing to create a wide palette of colours.			
<i>I am developing my skills in.....</i>			
Understanding depth and layering with in a composition.			
Painting techniques to show refined control, detail and texture.			
Exploring the medium of oil pastel showing control with blending techniques.			
Term 3: Architecture			
<i>I am building on my prior knowledge of....</i>			
Analysing artists' styles to influence my own work			
Using primary and secondary sources to develop ideas			
Looking carefully at shape and proportion when modelling.			
Working in 3D to create a sculpture with an interesting form and composition.			
Using scissors and knives with control to create shapes and 3D forms.			
<i>I am developing my skills in.....</i>			
Exploring the properties of paper and card to create a 3D form.			
Using a 3D form to create tone and contrast.			
Composition through Photography.			
Refining ideas to develop a final outcome.			



YEAR 8 - Term 1: Computing
My Digital World, Modelling in Small Basic

By the end of this unit

Summary icons: SUMMARISE, ORGANISE, RECALL, TEST YOURSELF, each with a checkmark.

Key Vocabulary

Key Idea: My Digital World

- I can evaluate the trustworthiness of websites
I know how to search smart online
I understand the legalities of copyright
I know how to stay safe online
I know how to combat cyber abuse

Key Idea: Modelling in Small Basic

- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
Use two or more programming languages, one of which is textual, to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and function
Write and run a program in Small Basic
Find and correct syntax errors in a program
Use comparison operators =, >, <, >=, <=, <>
Use Logical operators And and Or
Use a While loop and a For loop in a program
Divide up a list of tasks into discrete subtasks which could be written as subroutines
Name some applications of modelling
Name some of the relevant factors and measurements involved in the Lemonade Stand model
Complete the Lemonade Stand model with some help
Run and record results from the mode
Write a program involving random number generation to find the answer to a question, e.g. the chances of throwing a double six when rolling two dice
Explain what is meant by a modular program
Write a simple program involving at least two subroutines
Describe some different types of computer model; e.g. models used by an interior designer, models to play a game or simulate a fantasy world, models of the environment, business models, etc.
Explain the purpose and advantages of using a computer model
Explain the limitations of a model
Write a modular program involving several subroutines to model a real-life scenario
Amend a model to make it perform better
Devise alternative algorithms for modelling a situation to give a realistic outcome
Add code to their programs to enhance the lemonade stand model; e.g. to allow the user to run the model as many times as they like in a single run, to allow the user to enter ranges of temperature or footfall at runtime, etc.

Target(s)

My Digital World

Progress statement (please circle one):

I am: Above On Working towards Below

Out of 40 I scored:

I will now GRIT my tests in 'red pen', after my teacher has given me 'green pen' feedback.

Clear next steps (via individual feedback)

Modelling in Small Basic

Progress statement (please circle one):

I am: Above On Working towards Below

Out of 15 I scored:

I will now GRIT my tests in 'red pen', after my teacher has given me 'green pen' feedback.

Clear next steps (via individual feedback)



YEAR 8 - Term 1: Design Technology

By the end of this unit:



Food	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
I will know how to annotate my design in detail.				
I will be able to weigh and measure accurately				
I will understand what healthy eating means				
I will understand the function of main food groups in the body				
I will know what is meant by food provenance. Seasonality, buying local, reducing food miles.				
I will understand the production of basic meals/dishes				
Textiles				
I can identify and analyse bag components				
I will understand how to colour fabrics – dyeing and printing				
I am able to work to scale				
I understand the development of stencils – cut, test, evaluate and modify if needed				
I am able to use a variety of construction techniques				
Engineering				
I understand accuracy of measuring and marking out				
I understand types of metals and alloys				
I understand machine drilling techniques				
I understand surface finishing and coating				
I have an understanding of orthographic drawings				
I have an understanding of isometric drawings				
I have an understanding dimensional and scale drawings				
CAD/ CAM				
I will be able to use CAD to create accurate drawings				
I will be able to set up page sizes				
I will be able to draw shapes accurately				
I will be able to create dimensional drawings				
I will be able to create isometric drawings				
Will be able to design a product using CAD				
Will have an introduction to 3D printing				

Key Vocabulary

- Seasonality
- Ingredients
- Function
- Nutrients
- Isometric
- Dimension
- Techniques
- Colouring
- Construction
- Manufacture
- Dyeing

Target(s)

Target...

I will make a range of successful final products using a variety of materials, equipment and techniques



YEAR 8 – Drama Term 1:

Lee and Michelle / Children from Around the World

By the end of this unit:

SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Vocabulary

Lee and Michelle

Describe each of the main characters from the story.

Explore how people and relationships can change when growing up.

Use still image to explore relationships on stage.

Create a scene where the key character is intimidated.

Analyse characters to develop the plot of an issue-based drama that you create.

Create and contribute to a whole class live performance.

Children from Around the World

I will know about the life of another person from around the world, who is very different to me.

I will research a real-life story independently.

I will have opinions on how our own situations relate to others around the world.

I will create a piece of theatre in education, teaching the audience about a young person.

I will use narration and cross cutting to tell their story.

Target(s)

Target...



YEAR 8 - Term 1: Mystery and the Supernatural

By the end of this unit, I will understand

SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
✓	✓	✓	✓

Key Vocabulary

What is a semantic field? How is it used?				
How do writers create a sense of mystery?				
How do writers create a sense of isolation?				
Define protagonist and antagonist				
How does Doyle portray Sherlock's character as unique?				
How is tension created in The Speckled Band?				
How does Conan Doyle adhere to the rules of the mystery genre?				
What is the difference between direct and indirect characterisation?				
How does Jackson explore ideas around patriarchy?				
What symbolism does Jackson use to create a sense of foreboding?				
How does Angelou explore ideas about fear?				
What are some conventions of the gothic genre?				
What type of imagery might you expect to see in a story about the supernatural?				
What is a patriarchal society? How does Nesbit explore ideas around this?				
How does 'Foreboding' open? Why is this significant?				
What is dialogue? How can it be used effectively?				
How does Clifton create a sense of mystery in her poem?				
How does Bowen use sound to effectively create mood?				
Why does Bowen leave the ending as ambiguous?				
How is Mrs Drover a symbol of anxieties and desperation during the war?				
Why is Christmas a good time to set a gothic story?				

Target(s).....



YEAR 8 - Term 2: Islam

By the end of this unit, I will know:



Key Beliefs and Practices of Islam

Key facts about the history of Islam

Belief in Allah

Role of the Prophet Muhammad

Importance of the Qur'an

Greater and lesser Jihad

Role of the Mosque

Purpose of the Shahddah

How Muslims Pray

Importance of charity (Zakkah)

Fasting and Eid-el-fitr

Purpose of the Hajj pilgrimage

Key Vocabulary

Target(s)



YEAR 8 - Term 1: French

By the end of this unit, I will be able to:



Mes Vacances (My Holidays)

say what I did on holiday				
understand how to form regular perfect tense verbs				
know a range of transport				
say when I did things using time phrases				
recognise irregular past participles				
give my opinion in the imperfect tense				
understand information about a tourist attraction				
describe types of holiday accommodation				
describe a local hotel and its facilities				
book accommodation				
describe the weather				
say what I normally do on holiday (activities)				
identify several French-speaking countries				
research interesting places to visit in a French speaking country				
plan a holiday and write an account of it using two tenses (the present and the near future)				
revise days of the week, time phrases and opinions				

Au Cinéma et Sur Internet (At the Cinema & Online)

describe what happens during the French festival la Toussaint				
give my opinion about different types of tv programmes/films/books				
use adjectives to correctly describe tv programmes/films/books				
compare two different types of tv programme/film/book				
describe a film using the past (perfect) tense				
talk about different internet activities that I do online				
use questions to create mini conversations about this topic				
pick out key information in listening and reading tasks				
say what I am going to watch using the future tense				
give more sophisticated opinions				
talk about what I did yesterday evening using the past (perfect) tense				
write at least 40 words on the topic using past present & future tense				
understand Christmas traditions in France				

YEAR 8 - Term 1: Title - Can the Horn of Africa close the development gap?

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary	
Unit 8.1 Knowledge. I can						
Name and locate the 4 countries of the Horn of Africa.						
Describe how physical characteristics of the HoA can impact GNI.						
State what LIC, LMIC, UMIC and HIC mean.						
List different economic activities in the Horn of Africa						
Describe the pros and cons of different types of economic activity in the Horn of Africa.						
State at least 3 ways of measuring development.						
Explain how development indicators show us how developed a country is.						
Categorise and explain human and physical causes of the development gap.						
Evaluate the main causes of the development gap.						
Explain the relationship between development indicators.						
Use development indicators to justify which country is more developed.						
Describe challenges in rural areas of the HoA: drought, desertification, inequality.						
Describe the measures which make up the Human Development Index (HDI)						
Explain why HICs and LICs are interdependent (rely on each other).						
Explain how the Millennium Development Goals can help improve life in a LIC.						
Evaluate the success of the MDGs in at closing the development gap in the HoA.						
Outline the features of Aid, Foreign Direct Investment & Fair Trade.						
Explain how Aid, Foreign Direct Investment & Fair Trade can close the dev. gap.						
Evaluate the effectiveness of Aid, FDI & Fair Trade.						
Give examples of the 17 Sustainable Development Goals.						
Justify whether the HoA closed the development gap using the SDGs.						
Geographical Skills: I can ...						
Read and compare data from climographs.						
Use atlas data to compare and rank order the level of development between countries.						
Describe the relationship between two development indicators using the term correlation.						
Write in chains of reasons, using more than one connective.						
Construct/read data from a pie chart						
Describe distributions on a map using T.E.A. (Trend, Evidence, Anomaly).						
Describe how development changes over time using the Clarke Fisher Model.						
Calculate natural population change using birth and death rate.						
Calculate difference, times difference, mean, range to compare data.						
Justify a decision using the 2, 1, 1 method.						

**YEAR 8- Term 1:
Enlightenment to Revolution (1700-1914)**

By the end of this unit,

SUMMARY ORGANISE RECALL TEST YOURSELF
✓ ✓ ✓ ✓

How do we move from an agrarian to industrial society?

I will know and understand what Britain looked like as an agrarian society?

I will know the features of a town pre-industrial revolution.

I will know the features of a town post-industrial revolution.

I will know what an industrial revolution is.

Arkwright's Factory System: why is whistling a crime?

I will know what Cromford is and why it is important in the world's industrialisation.

I will know about working conditions for women and children in the factories.

Mechanisation of the World.

I will know about how canals changed the distribution of goods to towns.

I will understand how the steam engine made the world a smaller place.

Working conditions in the industrial age: a life of misery?

I will understand the life of women and children in the mines

I will understand the conditions in the industrial age for workers.

Living conditions in the Industrial Age: a life of misery?

I will know about overcrowding in Industrial towns

I will know how Cholera spread due to poor sanitation.

Origins of World War One.

I will know what diplomacy is.

I will know why Europe was on the brink of war.

I will know the alliances each country was in and why.

The spark that changed the world

I will know why Archduke Franz Ferdinand was killed.

I will know who Gavrilo Princip is.

I will know how the war started.

Key Vocabulary

- Agrarian Revolution
- Industrial Revolution
- Mechanisation
- Transport Revolution
- Domestic System
- Spinning wheel
- Arkwright's spinning frame
- Sanitation
- Great Reform Act
- The Quakers' chocolate revolution
- Unions
- Mass production
- Enclosure
- Alliance systems
- Triple Alliance
- Triple Entente
- Kaiser Wilhelm
- HMS Dreadnaught
- Arms race
- Alsace-Lorraine

Targets:

Additional Curriculum Content:



YEAR 8 - Term 1: Proportional Reasoning and Representations

By the end of this unit, I can:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Ratio & Scale

- Understand representations and notation of ratio
- Solve problems involving ratios in the form 1:n, n:1 and m:n
- Divide a value in to a given ratio
- Express ratios in their simplest form
- Compare ratios and related fractions
- Understand π as the ratio between diameter and circumference
- Understand gradient of a line as a ratio (H)

Multiplicative Change

- Solve problems involving direct proportions
- Explore conversion graphs
- Convert between currencies
- Explore direct proportion graphs (H)
- Explore relationships between similar shapes
- Draw and interpret scale diagrams
- Interpret maps using scale factors and ratio

Multiplying and Dividing Fractions

- Multiply a fraction by an integer and a fraction by a fraction
- Divide an integer by a fraction and a fraction by a fraction
- Multiply and divide improper and mixed fractions (H)
- Multiply and divide algebraic fractions (H)

Working in the Cartesian Plane

- Work with coordinates in all four quadrants
- Recognise and draw lines in the form $y = a$, $x = a$ and $y = x$
- Recognise and use lines in the form $y = kx$
- Explore gradients of lines in the form $y = kx$, including negative gradients (H)
- Recognise and use lines in the form $y = x + a$
- Link graphs to linear sequences
- Plot graphs in the form $y = mx + c$
- Explore non-linear graphs (H)
- Find the midpoint of a line segment (H)

Representing Data

- Draw and interpret scatter graphs including a line of best fit
- Understand and describe linear correlation
- Identify types of data
- Interpret ungrouped and grouped frequency tables
- Represent grouped discrete and continuous data in tables
- Represent data in two-way tables

Table & Probability

- Find probabilities from sample space diagrams
- Find probabilities from two-way tables
- Find probabilities from Venn diagrams
- Use the product rule for finding the number of possible outcomes.

Target(s)

YEAR 8 – Term 1 Blues Music

By the end of this unit, I will:

 SUMMARISE ✓
  ORGANISE ✓
  RECALL ✓
  TEST YOURSELF ✓

Key Terms

Blues Music

Develop your understanding of the Slave Trade including the geographical movement, historical context and conditions.

Understand a 12 Bar Blues structure and how it is constructed

Enhance your understanding of a 12 Bar Blues structure by learning to play in different keys

Develop your listening skills by listening to traditional Blues Music. Identify the instruments used and key features.

Be able to construct a chord using the method play one, miss one, play one, miss one

Be able to play a chord on the keyboard using the method play one, miss one, play one, miss one, using the correct fingers

Learn to play three different chords following a 12 bar blues pattern, knowing when to change chord.

Follow traditional notation to play the melody line in 'Jackass Blues'

Using the Blues scale, have a go at improvising on your instrument.

Enhance your improvisation skills by varying the rhythm and notes used.

Play as part of an ensemble to perform the melody, chords and improvised fills in 'Jackass Blues'

Extend your performance skills by learning to play a walking bass line.

- Slave Triangle
- Slave Trade
- 12 Bar Blues Structure
- Chord Triad
- Roman numerals
- Improvisation Fill
- Blues scale
- Sharp #
- Flat b
- Walking bass line
- Syncopation
- Tied note

- Melody**
- Articulation**
- Dynamics**

- Texture**
- Structure & Form**
- Harmony**
- Instrumentation**
- Rhythm**
- Time Signature**

Targets:



YEAR 8 Science - Term 1

By the end of this unit, I will be able:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Practical skills

Write a hypothesis – a scientific question answered through practical

Identify the independent variable (Change)

Identify the dependent variable (measure)

What is controlled to make it a fair test

Use tables to present experimental results, include title and headings with units

Independently draw an appropriate graph – bar for discontinuous data – scatter for continuous data

- With a title
- Graph bigger than half a page with a sensible scale
- Labelled axis with units
- Smooth line of best fit

Be able to read off the graph a value not on the results table

Interpret results from investigations

Use scientific knowledge to explain findings

Evaluate investigations and practical work suggesting where modifications to the plan would improve the results

Chemistry – Elements and compounds

Recall materials are either solid liquid or gas

Give examples of different elements from the periodic table

Model elements to show their properties using the particle model

Give examples of compounds that are made using elements

Model the compound to show their properties using the particle model

Plan and make a new compound

Simple and Giant structures in Chemistry

Give example of simple structures

Describe the properties of simple structures

Give examples of giant structures

Describe the properties of giant structures

Research materials of the futures

New materials have different properties

Physics - Speed and motion

Recall the formula for speed

Apply the formula for speed to calculate speed distance and time

Describe how direction can affect relative motion

Draw distance time graphs of simple journeys

Interpret distance time graphs

Describe how forces can cause acceleration

Describe what acceleration is

Describe how forces can change direction of objects

Draw and interpret velocity time graphs

Physics - Pressure

Describe the factors which affect pressure

Explain how area and force can change pressure

Describe the factors that affect pressure in gases and liquids (fluid)				
Explain how pressure in liquids is related to up thrust				
Biology – Nutrients				
What are food groups				
Describe a balanced diet				
Explain why we have different energy requirements				
Describe how we get nutrients into our bodies				
Biology – Digestion				
Name the organs in the digestive system				
Name the organs in the digestive system				
Describe the role of the organs in the digestive system				
Biology – Gas exchange				
Describe the role of the circulatory system				
Describe the structure of the heart				
Explain how the blood pumps around the body				
Describe the structure of the lungs				
Explain how gases are exchanged in the lungs				

Target(s)



YEAR 8 - Term 1 Spanish

By the end of this unit, I will be able to:

By the end of this unit, I will be able to:



Mis Vacaciones (Holidays)

talk about a past holiday				
use the preterite tense of ir and ser				
say what you did on holiday				
revise the regular preterite tense				
describe the last day of a holiday				
give opinions about what the holiday was like				
list types of transport				
use comparatives				
describe types of holiday accommodation				
describe a local hotel and its facilities				
book accommodation				
describe the weather				
say what I do on holiday normally (activities)				
find out about a gap year in a Spanish speaking country				
research interesting places to visit in a Spanish speaking country				
write a travel plan using the present tense				
revise days of the week, time phrases and opinions				
write 40-90 words about a past holiday				

Todo sobre mi vida (all about my life)

find out about Día de los Muertos				
revise the present tense				
use adverbs of frequency				
discuss use of mobile phones				
use more sophisticated opinions				
revise comparisons				
understand Spanish phonics				
talk about TV programmes				
use the near future tense to talk about what you are going to watch				
talk about films				
use complex language phrases to describe a film				
give extended opinions on TV and films				
use the preterite past tense to say what I did last weekend				
give information about Christmas in Hispanic countries				

Target(s)



YEAR 8 – Term 1 Physical Education

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Dance					Aerobic
Explore a range of dance actions (e.g. travel, jump, turn, crouch, shuffle, roll, vault, balance)					Anaerobic
Explore a range of dance dynamics (e.g. fast, slow, sharp, fluent)					Evasion
Explore the use of space in dance (e.g. formation, level, pathway)					Projection
Explore a range of dance relationships (unison, canon, complementary, cumulative canon)					Precision
Choreograph and perform as a solo, duet and ensemble / group using choreographic devices (e.g. different sides, level, body part, dance relationships)					Fluency
Performance (focus, projection, musicality, sensitivity to other dancers, sense of style, commitment, engagement with performance). Precision, control and fluency.					Agility
Badminton					Endurance
The various areas and rules of the Court playing area (singles/doubles)					Orientation
How to perform the Overhead Clear					Formation
How to perform the Service variation (short/long)					
How to perform the Doubles matches					
How to perform the Basic doubles scoring					
How to perform the Umpiring					
Gymnastics					
Taking the weight of a partner to balance					
Balancing – in pairs and groups					
•counter balance and counter tension as a specific focus					
Vaulting – through, straddle (inc, leapfrog), side					
Consideration of speeds, levels and directions of movement.					
Use of a mixture of apparatus					
•low, medium and high					
•up to 2 pieces					
Pair and group routines					
Flight and assisted flight					
Orienteering					
How to orientate a map and read key landmarks around the school.					
How to work in pairs and independently navigate the blue map.					
How to work in pairs and independently navigate the red map					
How to work in pairs and independently navigate the black map					
How to work in pairs and independently navigate the black diamond map.					
Rugby					
Pass and Move - Recap basic handling and highlight moving onto the ball, realignment, decision making and support play.					
Evasion skills - Running skills including sidestep, swerve, dummy, switch etc. Importance of keeping the ball out of contact and supporting the ball carrier.					
Team Attack - Highlighting alignment and width on the game. Players supporting the ball carrier with inside and outside options.					
Team defence - Communication in flat line defence. Moving up as a unit and keeping in line, working in threes.					

Scrummaging - Recap correct technique for individuals and then three and five man scrums. Highlight attacking options from the scrum exploitation of space				
Ball in contact - Recap on technique for taking the ball into contact and body positions for ruck and maul.				
(Tackling - Recap on technique for the side on and front on tackle. Importance of presenting the ball in the tackle and getting to feet quickly.)				
Basketball				
Dribbling: development of both hands, change direction, guard the ball. How to defend the dribbler				
Set shot and Jump shot Introduce Lay Up and link to off the end of a dribble attacking the basket. Rebounding and blocking out under basket				
Attacking Play Pass and move shooting Lay up drill off a pass moving towards basket key rules of game				
Defending Side on for peripheral vision, feet and arm position. matches focus on quality of defending, rebounding, outlet pass, Fast Break Generic skill practice to improve consistency and accuracy.				
NBA Tournament Student review of skill and understanding of Basketball.				
Football				
Moving with the ball – opposed and unopposed				
Ball control – using different body parts in increasingly demanding contexts				
Passing - different types – short, long and lofted, unopposed and under pressure				
Heading – different types – cushion, diving, defensive and attacking, throw head catch				
Application of defending and attacking strategies applied to small sided games which progress from 5v5				
Application of more advanced rules – e.g. offside				
Hockey				
Moving with the ball at pace				
Passing the ball on the move– push/slap				
Tackling – jab/block				
Positions and role within a game.				
Rules of a mini game (7v7)				



YEAR 8 - Term 1

By the end of this unit, I will know:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

I can use SELF-AWARENESS to understand the concept of attraction, and why some people might be considered attractive or not.

I can use AMBITION to understand the difference between biological sex and gender, and to understand what is meant by being transgender.

I can use COLLABORATION to act out and understand the process of Christian wedding in the UK.

I can use CURIOSITY to understand the sexual body parts of different genders, and to begin to explore the concept of sexual health.

I can use RESILIENCE to understand the importance of good conversation skills in establishing positive relationships.

I can use RESPONSIBILITY to understand how to build new relationships, and the importance of doing so in a safe context.

I can use EMPATHY to understand the age of consent law, and the potential impact upon underage sexual relationships.

Target(s)