

C.O.R.E. Curriculum

CHARACTER – ORGANISATION - RESILIENCE – EXCELLENCE

2020– 2021

(Ongoing Review Reflecting needs of students)

C.O.R.E Curriculum Overview 2020-2021 - Intent statement

At OSWB we believe academic success is really important, but we don't think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of **Character, Organisation, Resilience and Excellence**.

The CORE curriculum is organised into 5 parts:

1. C.O.R.E Futures Programme – Through Years 7 to 13, students will study and take part in an enrichment programme including visits, courses, events and activities alongside their timetabled lessons.
2. C.O.R.E Timetabled Lesson - Weekly 1-hour lessons in which students experience a comprehensive and progressive PSHE/Careers Programme.
3. Personal Tutor time – all students have a Personal Tutor who they meet daily during PT time.
4. Subject Links – when and where appropriate students develop their CORE within normal timetabled lessons.
5. CORE Extra – supporting all student's successful return by daily reinforcing essential skills and habits (numeracy, reading and knowledge retention). This is an addition to the curriculum in light of school closure and will be reviewed on a ½ termly basis.

Each year, students will study a progressive programme*, which is, builds on previous experiences. Students CORE achievements are logged in their Academy Passport (Student Planner) over the year with ½ termly reviews/celebration and a graduation at the end of the year.

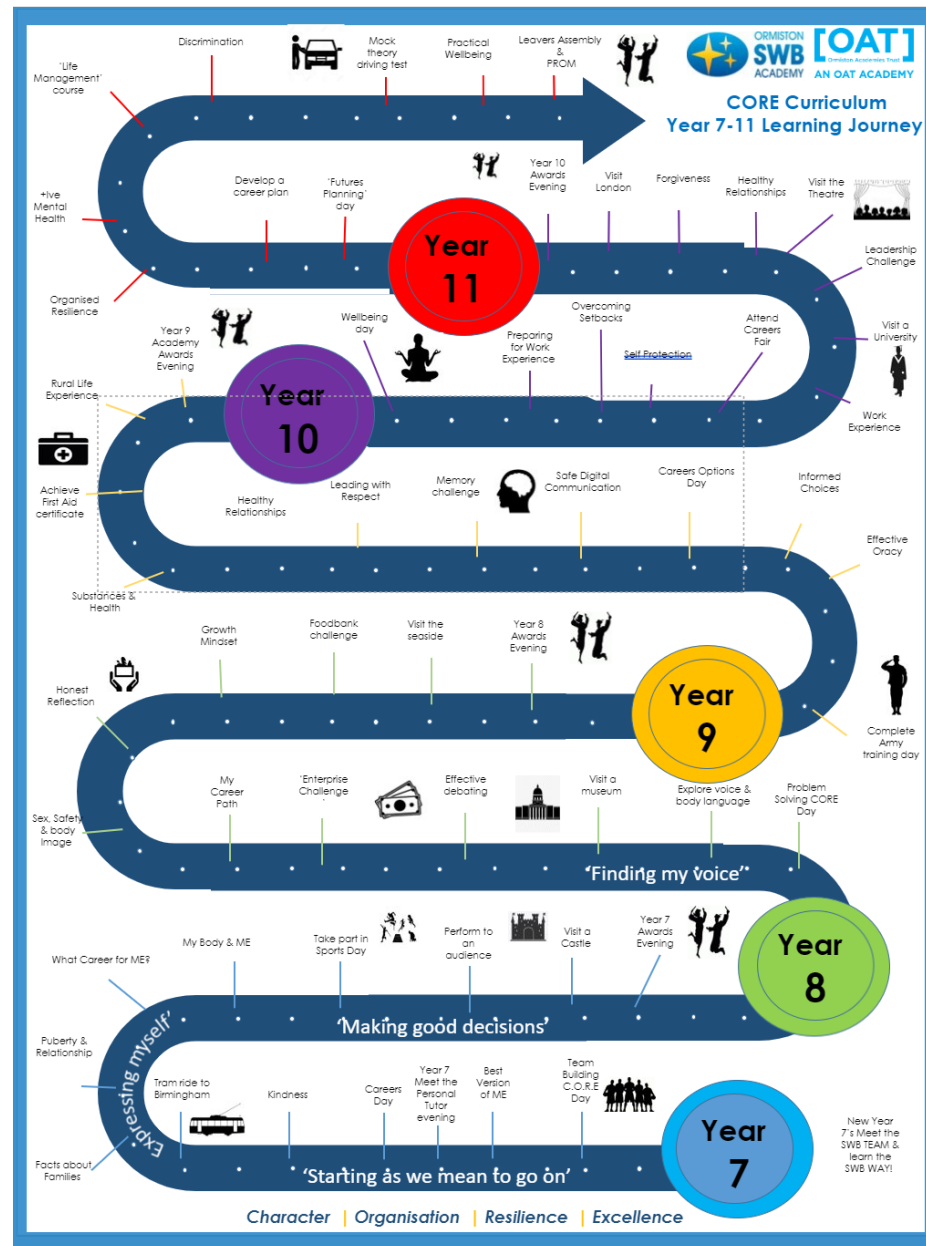
CORE OVERVIEW

Key Stage 3			Key Stage 4			Key Stage 5		
Year	Theme	Term Foci	Year	Theme	Term Foci	Year	Theme	Term Foci
7	Believe	<ul style="list-style-type: none"> Starting as we mean to go on Expressing myself Making good decisions 	9	Resilience	<ul style="list-style-type: none"> Finding my voice Adapting my voice Growing in confidence 	12	Complete	<ul style="list-style-type: none"> Being the best I can be Understanding my world and me Making the right decisions
8	Create	<ul style="list-style-type: none"> Celebrating difference Thinking with a clear head Committing to growth 	10	Future	<ul style="list-style-type: none"> Owning my journey Owning my actions Owning my decisions 	13		<ul style="list-style-type: none"> Refining the details for success Securing the best for me
			11	Accomplish	<ul style="list-style-type: none"> Breaking down the journey Charting the course Finishing with pride 			

Impact

By completing our CORE programme, students will graduate from the academy with essential life and employability skills. Our students will be able to make informed choices in both their personal and work lives. In addition, students will have the mental strength and strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage over other students their age.

*Our CORE Curriculum fulfils the RSE guidelines.



Part 1 - C.O.R.E Futures Programme

Intent

Our **C.O.R.E Futures Programme** is aimed at giving students the opportunity to have experiences which deepen knowledge, embed skills and strengthen character. Through Years 7 to 13, students will study and take part in an enrichment program including visits, courses, events and activities alongside their timetabled lessons.

Implementation

- These experiences will occur in one of our 5 drop down days or in our extensive extra- curricular program.
- Students CORE achievements are logged in their Academy Passport (planner) over the year with ½ termly reviews/celebration and a graduation at the end of the year.
- Students will graduate at the end of the year achieving Bronze, Silver or Gold awards depending on the % of the program they have achieved.

YEAR 7 Believe	YEAR 8 Create	YEAR 9 Resilience	YEAR 10 Future	YEAR 11 Accomplish	SWB6th Complete	Extra Credits
<p>What we expect from you:</p> <ul style="list-style-type: none"> • 96%+ attendance • Achieve Reward Milestone 2 <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • Visit a Farm/Zoo • Visit a Gallery • Team building day • Visit a Castle • Visit Birmingham on the Tram • Learn & use a greeting in 5 languages • Run a mile • Perform to an Audience • Complete Year 7 Reading Challenge • Take part in Sports Day • Learn to play a musical instrument 	<p>What we expect from you:</p> <ul style="list-style-type: none"> • 96%+ attendance • Achieve Reward Milestone 2 <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • Visit a museum • Explore the local area • Visit the seaside • Complete charity event • Complete enterprise Challenge • Run 5k • Performance to an Audience • Complete Year 8 Reading Challenge • Cook a meal for 4 for £10.00 • Complete food bank challenge • Learn to play a musical instrument • Take part in Sports Day 	<p>What we expect from you:</p> <ul style="list-style-type: none"> • 96%+ attendance • Achieve Reward Milestone 2 <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • Achieve First Aid Certificate • Complete £10.00 Challenge • Complete Rural Life Experience • Complete an Army Training Day • Complete Memory Challenge • Complete Marathon Challenge • Deliver a Performance to an Audience • Complete Year 9 Reading Challenge • Take part in Sports Day 	<p>What we expect from you:</p> <ul style="list-style-type: none"> • At least expected progress in all subjects • 96%+ attendance • Achieve Reward Milestone 2 • #100 hours revision challenge <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • Take part in Futures planning day • Visit London • Take part in Work Experience • Attend Careers Fair • Visit a University • Complete a Leadership Challenge • Visit a theatre • Complete regular physical activity • Complete wellbeing day • Deliver an Assembly to an audience • Complete Year 10 Reading Challenge 	<p>What we expect from you:</p> <ul style="list-style-type: none"> • At least expected progress in all subjects • 96%+ attendance • Achieve Reward Milestone 2 • #150 hours revision challenge <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • Write a Personal Statement/CV • Develop a career plan • Complete Mock Interview • Visit a University • Complete mock theory driving test • Complete Life Management Course • Deliver an Assembly • Attend Prom 	<p>What we expect from you:</p> <ul style="list-style-type: none"> • At least expected progress in all subjects • 96%+ attendance • Achieve Reward Milestone 2 • #100 hours revision challenge <p>The Academy will provide the following opportunities:</p> <ul style="list-style-type: none"> • D of E Gold • Work Experience • 2 Team Building days • Overseas residential • University residential • Finance course • Visit 3 universities • Reading mentor/buddy for younger students • Mastery Level in Edge scheme • Volunteer work in the local community • Organisation of a charity event • Pass Theory driving test • Attend careers' fayres • Complete First Aid certificate • Become part of the school leadership team • Life skills training 	<p>You can gain extra credits if you:</p> <ul style="list-style-type: none"> • Take Part in Duke of Edinburgh • Take part in IWill Project • Represent the school • Ongoing attendance to extra-curricular clubs • Take part in Young Enterprise • Complete a lifesaving course • Become a PT Rep or Prefect • Raise money for charity • Apply for NCS

CORE Future Days 2020/2021

Year	CORE Day 1 11/9	CORE Day 2 26/11	CORE Day 3 5.2	CORE Day 4 14.7	CORE Day 5 15.7	Graduation
7	Re-routing our Journey	Performance Day	Visit Birmingham on the tram and Gallery Visit	Castles and Landscapes	Careers Day - What is a career?	Graduation Assemblies Students will graduate with Gold, Silver or bronze awards
8	Re-routing our Journey	Visit Local Area and Museum	Enterprise Challenge	Food Challenge	Visit Seaside	
9	Re-routing our journey	Option/Careers Day	Memory Challenge	Rural Life Experience	First Aid Course	
10	Rerouting our journey	Flood Challenge	University Visit	2021+ Planning Day	London tour	
11	Rerouting our journey	2021+ Future Planning Day	Life Management Course (including Finance & Driving Theory Test)			
12	Rerouting our journey	Personal Finance course 'Money Matters' completed	First Aid 3 year certificate	Camping and volunteering day (residential) OFF SITE		
13	Rerouting our journey	Preparing for Next Steps	Post 18 life preparation			

CORE Theme					
Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold

Part 2 - C.O.R.E Timetabled Lessons

Intent – Our C.O.R.E curriculum is a progressive program over 7 years, which develops student's knowledge, personal skills & qualities. This allows students to learn for life, helping them stay healthy, safe and be prepared for life and work in modern Britain. Along with the other elements of the C.O.R.E program, our students will be able to make informed choices in both their personal and work lives. In addition, students will have the mental strength and strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage over other students their age.

Implementation

Lesson Format:

- Follow OSWBA lesson structure and non-negotiables (this includes sharing their learning journey).
- There is a flexible approach to how learning is demonstrated – students not expected to write everything down.
- Discussion is at the heart of the learning in C.O.R.E lessons therefore active learning strategies are encouraged.
- Overtime all students should be able to articulate their learning, strengths and areas for development.

MTP & Resources:

- Each ½ term has **one** clear foci, key knowledge and skills that will be developed over the ½ term.
- DoY provide:
 - MTP – outlining the learning and- expectations over the unit
 - Lesson resources and learning activities focused on developing key knowledge and skills.
 - Activity/work booklet which includes:
 - Space to record reflections and thoughts.
 - Assessment activities to review/evidence progress (no more than 1 or 2 pre half term).
 - Assessment trackers.

Feedback, Assessment and Tracking:

- Each student has a folder which stores
 - Individual C.O.R.E Tracker – this identifies progress against essential knowledge and skills.
 - Activity/Work Booklets
 - Key pieces of work identified by the DoY that demonstrate learning and help future choices.
- Each teacher has a class tracker tracking student achievement over the course of the year.
- As a result of regular verbal feedback and tracker information students should be able to discuss and write about:
 - Strengths and Areas for development (including evidence)
 - Ways to improve
 - Personal choices (career and social).

CPD:

- Year teams will meet monthly to co plan/discuss the delivery of future lessons (16/9, 14/10, 11/11, 9/12, 27/1, 2/3, 20/4, 1/6, 29/6).
- All staff will receive an introduction to RSE requirements.

Quality Assurance:

- Curriculum Learning Walks – DoY and Senior Directors will complete Curriculum Learning Walks to review the way the curriculum is being delivered and review the ability of students to discuss their learning.
- Folders will be reviewed ½ termly.
- Teaching staff will have the opportunity to feedback on the quality of the curriculum.

C.O.R.E Timetabled Lessons - Learning Journey Intent Key Stage 3 & 4

Year 7 - Believe		
Autumn Term - Starting as we mean to go on <ul style="list-style-type: none"> Students learn about personal organisation and can identify what is important in their lives. Students understand the power of words for good and for harm and organise acts of kindness. 	Spring Term - Expressing myself <ul style="list-style-type: none"> Students can reflect on how they show resilience and overcome barriers. Students can reflect on what makes a healthy relationship and how they communicate especially with those not like them 	Summer Term - Making good decisions <ul style="list-style-type: none"> To ensure all students have a clear idea on what a career is, what pathway they might need to take get there, and the key responsibilities of different careers/jobs. Students understand the impact of different substances.
Year 8 - Create		
Autumn Term - Celebrating difference <ul style="list-style-type: none"> Students learn how to appropriate and handle difference effectively within a team. Students engage in productive discussion and have the tools to navigate verbal communication appropriately. 	Spring Term - Thinking with a clear head <ul style="list-style-type: none"> Students can reflect on their decisions-making and thought processes to ensure a positive approach to future choices in both personal and work lives. Students understand some of the myths behind sex, safety and body image. 	Summer Term - Committing to growth <ul style="list-style-type: none"> Students understand that honest reflection and clear vision are fundamental to personal development and building resilience. Students approach problems and challenges in a methodical and open-minded way.
Year 9 - Resilience		
Autumn Term - Finding my voice <ul style="list-style-type: none"> Students can moderate their voice and body language when presenting their view to a group and when feedback to individuals. Students reflect on their personal strengths and interests; using this knowledge to make informed option choices. 	Spring Term - Adapting my voice <ul style="list-style-type: none"> Students use appropriate language in all settings including online. Students understand the importance of resilience, motivation and respect for others. 	Summer Term - Growing in confidence <ul style="list-style-type: none"> Students understand responsibilities within relationships, effects of drugs and alcohol, dangers of social media and sexting & STI's contraception. Students further develop an understanding of what makes a healthy relationship.
Year 10 - Future		
Autumn Term - Owning my journey <ul style="list-style-type: none"> Students understand strategies to build independence and enhance performance. Students can identify and act when others and themselves are at risk and can demonstrate compassion. 	Spring Term - Owning my action <ul style="list-style-type: none"> Students understand the impact of actions and can make positive life choices. Students can make informed decisions about their relationships and actions. 	Summer Term - Owning my decisions <ul style="list-style-type: none"> Students understand the need for and power of forgiveness Add Careers focus sentence
Year 11 - Accomplish		
Autumn Term – Breaking down the journey <ul style="list-style-type: none"> Students understand the importance of resilience and organisation to their studies. Students understand how to maintain positive mental health. 	Spring Term –Charting the course <ul style="list-style-type: none"> Students develop a sense of pride and confidence to overcome setbacks. 	Summer Term – Finishing with pride A full six-week program has not been mapped in for year 11 this term, as we felt it would be unrealistic. Instead, the Senior Directors will decide on the bespoke needs of students.

Year 12 - Complete					
Autumn Term – Being the best I can be <ul style="list-style-type: none">Students are guided to think beyond their current setting and identify their next career stepsStudents are trained to improve their public speaking skills		Spring Term – Understanding my world and me <ul style="list-style-type: none">Students understand how they can prepare themselves both physically and mental to work efficiently.Students understand how to maintain positive mental health.		Summer Term – Making the right decisions <ul style="list-style-type: none">Students understand how to overcome challenges to make the right decisionStudents can make meaningful plans for their future, managing and personalising the steps towards their goals.	
Year 13 - Complete					
Autumn Term - Refining the details for success <ul style="list-style-type: none">Students know themselves, their strengths and weaknesses, and can use this knowledge to effectively plan for their own progression.		Spring Term - Securing the best for me <ul style="list-style-type: none">Students have an understanding of how to manage their own finances, potential pitfalls and where to get help.Students are aware of how to look after themselves and succeed away from home		Summer Term – Securing the best for me A full six-week program has not been mapped in for year 13 this term, as we felt it would be unrealistic. Instead, the Senior Director will decide on the bespoke needs of students.	
Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold

Year 7 Core Lesson Curriculum Overview – Believe

Autumn Term Starting as you mean to go on	Spring Term Expressing myself effectively	Summer Term Making good decisions
Unit: Being the Best Version of ME Focus: Students learn about personal organisation and can identify what is important in their lives. <ol style="list-style-type: none"> 1. Effective Organisation 2. Organised leadership 3. Coping with change 4. Developing Resilience 5. Coping with Change 6. Dealing with confrontation 	Unit: The Facts about Family Focus: Students can reflect on both conventional and modern variations on the family unit <ol style="list-style-type: none"> 1. Family relationships and their contribution to happiness 2. Marriage: From the legal to the loving 3. Other meaningful relationships 4. The traits of positive family relationships 5. Responsible parenting 6. When families go wrong and help is needed 	Unit: What career for me? Focus: To ensure all students have a clear idea on what a career is, what pathway they might need to take get there, and the key responsibilities of different careers/jobs. <ol style="list-style-type: none"> 1. What is a career? 2. Where can my subjects lead? 3. Where can my skills take me? 4. What I love about my job? 5. What makes people happy in their job? 6. Over to you...
Unit: Kindness Focus: Students understand the power of words for good and for harm and organise acts of kindness. <ol style="list-style-type: none"> 1. What are acts of kindness? What are organised acts of kindness and what are the benefits of being involved 2. Pushing yourself to the limits 3. What are harmful actions? 4. A world without harm 5. The power of our words. 6. The difference between being nice and being kind & what does it look like? 	Unit: The facts about Puberty and Relationships Focus: Students can reflect on what makes a healthy relationship and how they communicate especially with those not like them. <ol style="list-style-type: none"> 1. Puberty 2. Conception and Reproduction 3. Personal relationships and Puberty 4. Gender Stereotypes 5. Healthy Relationships 6. Recognising Risk 	Unit: My body; My choices Focus: Students understand the role they have in protecting and nurturing their bodies <ol style="list-style-type: none"> 1. Adolescence :the changing teenage body beyond puberty 2. Personal Hygiene 3. Dental/Oral care 4. Physical Fitness and its benefits 5. Healthy Diet

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 7– Believe

Essential Knowledge and Skills development throughout the year

	Autumn Term Starting as you mean to go on		Spring Term Expressing myself effectively		Summer Term Making good decisions	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
A	<p>Understand why it is important to be organised at secondary school. Importance of organisation and be able to demonstrate it consistently. Understand why being organised will help you in the future. leadership Understand what a good leader is and identify the various types of leaders. Identify successful leaders and identify why they are successful. Identify the importance of organisation for successful. To explore what is meant by Organisation and how this will impact on our social and academic lives To explore what is meant by Organisation and how this will impact on our social and academic lives</p> <ul style="list-style-type: none"> •Identify successful and unsuccessful leaders. •Identify the importance of organisation for successful leadership. Students learn the different aspects of 'being involved' and the importance of it. consider how people feel when they aren't included or involved 	<p>Describe which organisation skills will need to be used to plan a successful event and why those skills. Reflect on your own organisation. Understand why it is important to be organised at secondary school. Demonstrate organization through using diamond 9 to prioritize your organization Define organisation. Reflect on your own organisation. Understand why it is important to be organised at secondary school. Understand why it is important to be organised at school. Understand why being organised will help you in the future. Set targets and small steps to help stay organised. reviewing on the importance of organisation. Through recording your own timetable and what is required for each component</p> <ul style="list-style-type: none"> •Reflect on your current level of organisation. •Discussions on what makes a good leader <p>Show resilience by signing up for a new extra curricular club</p>	<p>I can identify different family relationships and how that impacts on my own life Understand the different ways in which people in love show it Know the difference between civil partnership and marriage What are the different ways to show affection towards someone else? To understand the different levels of affection ie friendship, love To be able to identify the traits of a positive relationship within the family To be able to determine what responsible parenting is To understand that each family is unique and know that different levels of support are required.</p>	<p>Respect for others Empathy To develop a non-judgmental attitude Developing maturity Improves student resilience Begin to think about different outcomes of the choices people make with regard to attitudes to others relationships. Begin to consider how others may develop feelings for others in adolescents. Debate your different ideas in the classroom considering real life experiences of peers. Begin to explore the real-life relationships that we can identify with. Being open minded Self esteem Self confidence Answering sentences in full sentences Showing kindness Respect for others</p>	<p>Identify their personal and social skills. Understand how these link to their career dreams and ambitions. Understand the employability skills employers are looking for. What is a career What things may play a part and impact on your career Communicate your own strengths and weaknesses to a group of peers. Set out a skills action plan Discuss your career journey from KS3, KS4, KS5, university and/or apprenticeship. Identify the skills you have and what career that may benefit Undertake the more education you undertake the more options available to you and generally the higher you are paid. Identify that work, training, family and leisure may all impact on your career</p>	<p>Communicate your own strengths and weaknesses to a group of peers. Be able to set out a skills action plan Discuss your career journey from KS3, KS4, KS5, university and/or apprenticeship. Identify the skills you have and what career that may benefit What is the difference between a skill (e.g. communication) and a task (e.g. answering the phone)? Articulate What things may play a part and impact on your career? Discuss subjects you like and what career that could lead to</p>
B	<p>Understand What is meant by the term <u>Altruism</u> Understand what is an organised act of kindness (OAK) and be able to source examples of this. Understand the benefits of being involved in OAK and be able to start to demonstrate these. Understand how words can harm others and develop our resilience in order to be able to demonstrate this in our lives. Start to understand my own identity and be able to explain my strengths. Know my own areas for development and how I can work on these. Explain how my hobbies enhance who I am.</p>	<p>Self Confidence. Self Esteem. Communication skills Researching Answering questions using full sentences Showing kindness Independence Humility To be able to be effective through the participation in teamwork. Prioritising tasks to be able to meet deadlines. To make a conscious effort to build self-confidence and self esteem Answering questions using full sentences Begin to think about the possible outcomes and consequences due to Showing kindness and Independence Understand humility and be able to apply to your own lives Understand what the term Resilience and be able to identify I time in your life where you have had to apply it and potential future situations you believe you will have to use it</p>	<p>Define what puberty is Understand what personal relationships are and how these may change when we go through puberty What is a gender stereotype? Define Puberty Define and understand Conception and Reproduction in its basic form. To explore the Personal relationships and Puberty of people of all ages. To understand what is meant by Gender Stereotypes To understand Healthy Relationships To be able to identify and Recognising Risk To understand the changes that our bodies will go through over the coming years Understand what personal relationships are and how these may change when we go through puberty What is a gender stereotype? and the impact it can have on good working and personal relationships.</p>	<p>Being open minded Self esteem Self confidence Humility Showing kindness Answering sentences in full sentences Showing kindness Respect for others To show empathy and put yourself in other situations To develop a non-judgemental attitude Developing maturity To show and develop Independence and Resilience</p>	<p>Define "balanced diet" Why is it so important to have a balanced diet? Describe the effects of drug taking Describe the risks involved in solvent abuse Describe the risks involved in drinking alcohol Why is it so important to have a balanced diet? How many types of eating disorders can you think of? Understand the meaning of negative self-perception To understand the effects of eating disorders Why do we need a balanced diet? What are the 5 food groups? How many types of eating disorders can you think of? Understand the meaning of negative self perception</p>	<p>describe the effects of drug taking describe the risks involved in solvent abuse describe the risks involved in drinking alcohol participate in group discussing about the effects of drinking Define eating disorders such as obesity and anorexia Write down 3 negative aspects of drinking alcohol effects of solvent abuse</p>

Year 8 Core Lesson Curriculum Overview – Create

Autumn Term Celebrating our differences	Spring Term Thinking with a clear head	Summer Term Committing to growth
Unit: problem Solving as a team Focus: Students learn how to appropriate and handle difference effectively within a team. <ul style="list-style-type: none"> 1. Leadership: There's no 'I' in team 2. Leadership: Putting together a team 3. Leadership: How I like to be led 4. Organisation – Organised problem solving 5. Organisation -planning events 6. Organisation – approaching challenges 	Unit: My Career Path Focus: Students can reflect on their decisions-making and thought processes to ensure a positive approach to future choices in both personal and work lives. <ul style="list-style-type: none"> 1. Careers – Right choice for me 2. Decisions to make... 3. Options: What to consider? 4. Why is education important? 5. Assumptions on Careers 6. Stereotypes: options and working to get there 	Unit: Honest Reflection Focus: Students understand that honest reflection and clear vision are fundamental to personal development and building resilience. <ul style="list-style-type: none"> 1. What is open character? 2. The cycle – thoughts – words – deeds 3. Positive reinforcement: 4. Recognising difference is a good thing. 5. What is closed character? 6. Why is it important to see the human first?
Unit: Effective Debate and Using Initiative Focus: Students engage in productive discussion and have the tools to navigate verbal communication appropriately <ul style="list-style-type: none"> 1. Communication: Structure a debate 2. Communication: Expressing an opinion through debate 3. Communication: Using debate to improve work 4. Initiative: When did I last show initiative 5. Initiative: taking the initiative in my learning 6. Initiative: Approaching problems with a clear head 	Unit: Sex, Safety and Body Image Focus: <ul style="list-style-type: none"> 1. Pressure to have sex 2. Condoms 3. STIs and Myth Busting 4. Internet safety 5. Homophobic Bullying 6. Body Image 	Unit: Growth Mindset and Resilience Focus: Students approach problems and challenges in a methodical and open-minded way. <ul style="list-style-type: none"> 1. What is growth mindset? 2. What are my strengths and weaknesses? 3. No mistakes = no progress 4. Personal growth 1 5. Personal growth 2 6. Wellbeing Opportunities

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 8– Create

Essential Knowledge and Skills development throughout the year

	Autumn Term Celebrating our differences		Spring Term Thinking with a clear head		Summer Term Committing to growth	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
A	<ul style="list-style-type: none"> Define of the term 'Team' and know the different types of team. Know whether it is possible to be 'in' a team and 'lead' a team at the same time. Know what skills are needed to work as a team member. Know the positive and negative points of being a team leader. Know the key features of working as a team member. Know the range of roles and responsibilities in a team. Be able to define different leadership approaches. 	<ul style="list-style-type: none"> Use observational skills to describe examples of teamwork. Identify which leadership skills are most appropriate for different situations. Share kind thoughts with others in their class. Use positive and kind words to feedback to others on their work. Know how to be a respectful, critical friend. Able to receive criticism and not take it in a negative way. Be able to reflect on how organised they are. 	<ul style="list-style-type: none"> Understand there are many pathways to many different careers. Know the advantages and disadvantages of the different pathways. Evaluate why education is important for their future lives. Know the definition of the term 'Stereotype'. Understand the assumptions that certain careers have. Understand what career planning looks like & its importance 	<ul style="list-style-type: none"> Identify which pathway they think is most suitable for their learning style. Know their strengths and areas for improvement in school. Know how to develop their skills to make them more 'attractive' to future employers. Know how to give a justified opinion of different jobs without offending others. Identify a <u>personal career plan</u> choose to have a successful education. 	<ul style="list-style-type: none"> Define what is meant by the term, 'character.' Identify the differences between open and closed characters. Understand the difference between humanise and dehumanisation. 	<ul style="list-style-type: none"> How to apply IDEAL to solve problems methodically. Know if they are more of an open or closed character and understand the impact of their result. Be able to reflect on their own characters. Understand how their actions can lead to dehumanisation through social media.
B	<ul style="list-style-type: none"> Know what kind thoughts are and how they might make other people feel. Understand the impact of unkind words. Understand the difference between positive and negative reinforcement. Celebrate similarities and differences within their group/class. Know the key features of how to debate. Know the definition of 'Initiative' and why it is important to do the right thing without being told. Understand what it means to shows initiative by thinking of what characteristic a person with initiative would have. 	<ul style="list-style-type: none"> Develop resilience inside and outside the Academy. Express their feelings about why we should not all be the same. Be considerate towards other people's options. Justify opinions and challenge with respect. Know how to use initiative in school and life situations. Identify what skills to select when using initiative in a range of situations. Reflect on how they can use their initiatives skills. Relate how they can use their initiative to improve their learnin 	<ul style="list-style-type: none"> Identify how peer pressure can be associated with sexual acitivity. Know how they might respond to peer pressure about sex. Know different types of contraception and advantage/disadvantages of different types. Identify different types of sexually transmitted diseases. Understand the myths around STI's and how they are contracted and treated. Know how to stay safe on the Identify and be able to dicuss a range of sexualities Know what the term 'body image' means. 	<ul style="list-style-type: none"> Know how to react if they are being peer pressured in to having sex. Discuss different types of contraception maturely. How to communicate with peers if they wish to confide in them. Understand the risky behaviour, which would lead to an STI. Identify what is good/bad to share on the internet. Use appropriate language when talking about a range of sexualities. Know how to feel comfortable with they way they are. 	<ul style="list-style-type: none"> To know what Growth Mindset means. To identify the similarities and differences between growth and fixed mindset. Understand how addressing your weaknesses is part of resilience. Know why it is important to make mistakes in order to progress in life. Identify why opportunities are important in life. Understand the importance of taking opportunities to get to where they want to be in life. 	<ul style="list-style-type: none"> Apply Growth mindset strategies to their own education. Identify their own strengths and weaknesses. Know how we can turn mistakes in to a learning process. Identify ways to develop themselves as a person/student. How why it is important to take responsibility for their own actions. Know how to set targets for improvement to meet their own personal goals.

Year 9 Core Lesson Curriculum Overview – Resilience

Autumn Term - Finding my voice	Spring Term - Adapting my voice	Summer Term - Positive Choices
Unit: Effective Oracy Focus: Students can moderate their voice and body language when presenting their view to a group and when feedback to individuals. <ol style="list-style-type: none"> Oracy- Using the voice Oracy – Body Language Oracy – Working with others Them and us: Helping each other to grow Them and us: How to deliver feedback Them and us: How to handle feedback 	Unit: Respectful and Safe digital Communication Focus: Students use appropriate language in all settings, specifically online. <ol style="list-style-type: none"> Negative online behaviours and the impact of viewing harmful content Trolling and the Law Explicit images and the law: Images of children Explicit images and the law: Sexting and grooming Pornography Gambling 	Unit: Healthy & Safe Relationships Focus: Students understand responsibilities within relationships, effects of drugs and alcohol, dangers of social media and sexting & STI's contraception. <ol style="list-style-type: none"> Responsibilities in relationships (working/social/romantic) Importance of confidence in relationships and knowing self-worth Effects and dangers of drug and alcohol abuse The dark side of social media and the consequences of sexting STD's, protection & contraception – what they are & how to avoid them
Unit: Informed Options Focus: Students reflect on their personal strengths and interests; using this knowledge to make informed option choices. <ol style="list-style-type: none"> Careers: Decisions to Make Careers: The working world Stereotypes: How will it affect my careers choice? Options: What to consider? Options: What subjects are for me? Options: Micro-Tasters 	Unit: Leading with respect Focus: Students understand the importance of resilience, motivation and respect for others. <ol style="list-style-type: none"> Leadership: Managing & leadership – difference Leadership: Motivation ship leadership Leadership: Motivating myself Them and us: What is respect Them and us: Is my language respectful? Them and us: The impact of being offended- breaking down language 	Unit: Substances & Health Focus: Students understand the impact of actions and can make positive life choices. <ol style="list-style-type: none"> Cigarettes and Alcohol- Accepted drugs Drugs awareness: The law on Cannabis Gateway Drugs Negative Effects and Addiction Cancer Prevention Personal Screening

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 9 – Resilience						
Essential Knowledge and Skills development throughout the year						
	Autumn Term - Finding my voice		Spring Term - Adapting my voice		Summer Term - Positive Choices	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
A	<ul style="list-style-type: none"> Know the 4 strands of oracy Aspects of voice How body language shapes people's reactions Understand importance of working with others How to grow as an individual How feedback plays a vital role in collaborative working How feedback helps to grow an individual 	<ul style="list-style-type: none"> Analyse and review aspects of voice Identify when and where different body language traits are acceptable Evaluate positive and negative impacts of aspects of conversation Identify influential people in their lives Deliver sensitive feedback to peers Receive and respond maturely to feedback 	<ul style="list-style-type: none"> What images are suitable for people their age to view *What trolling is The law regarding trolling and the penalties people face The law surrounding posting & sharing images of children The law surrounding sexting and grooming What the dangers of viewing pornography are What the dangers of online gambling are How to identify potentially harmful links to inappropriate websites 	<ul style="list-style-type: none"> Add privacy settings to all online profiles Interact with people online in a respectful manner Be able to report any indecent images received 	<ul style="list-style-type: none"> How knife crime has risen Aftermath of knife crime Different types of contraception Positives and negatives of different types of contraception How STI's are transmitted Symptoms, long and short - term effects of STIs What a healthy relationship is How confidence aids healthy relationships Definition of sexting Dealing with pressure to sext Penalties for sharing images 	<ul style="list-style-type: none"> How to avoid peer pressure Lead a healthy lifestyle Understand the community's role in reducing knife crime Know where contraception is available How to reduce the risk of STIs How to contribute to a healthy relationship How to deal with unsolicited sexting
B	<ul style="list-style-type: none"> To describe what decisions you will need to make when choosing a career and how to approach them in the best way. Know what to consider when choosing their options and why it is important. Know what type of career they would like and how they need to get there. To understand general and work specific skills. Describe what stereotypes there are with certain jobs and how this could affect their career choice. Understand why the options process is important and why they should take a mature approach to the process. Know what each subject is offering for their Key Stage 4 options. 	<ul style="list-style-type: none"> *Know how to develop their skills to make them more 'attractive' to future employers. *Be able to explore which skills are useful for varied career choices. *Be able to choose options that are suited to their learning style which will enable them to have a successful education. *Know how to develop their skills to make them more 'attractive' to future employers. *Be able to participate in micro-taster sessions in a range of subjects. *Know their strengths and areas for improvement in school and use this to choose their options. 	<ul style="list-style-type: none"> Difference between a manager and a leader Know what motivates them as an individual Understand what is meant by respect How disrespectful language can affect others How words can be used in a positive and negative way 	<ul style="list-style-type: none"> Use the 'Golden Circle' to lead on a task Use praise and constructive criticism Respond to praise and constructive criticism Know how to motivate others Demonstrate how respect is shown Construct a respectful language contract Effectively communicate thoughts/feelings with appropriate language 	<ul style="list-style-type: none"> Long and short term effects of cannabis use <ul style="list-style-type: none"> Laws around cannabis use, production and distribution Benefits of a healthy, active lifestyle How diet effects lifestyle How addiction works Effects of addiction to drugs and alcohol What a gateway drug is How to reduce the risks of cancer Avenues available for personal screening Effects of drugs and alcohol 	<ul style="list-style-type: none"> How to react if someone is dealing/using cannabis Create a healthy meal plan Know organisations available for help with addiction How to avoid peer pressure Lead a healthy lifestyle Understand the community's role in reducing knife crime Know where contraception is available How to reduce the risk of STIs How to contribute to a healthy relationship How to deal with unsolicited sexting

Year 10 Core Lesson Curriculum Overview – Future

<div>Autumn Term - Owning my journey</div> <div>Spring Term - Owning my actions</div> <div>Summer Term - Owning my decisions</div>		
Unit: Overcoming Setbacks Focus: Students understand strategies to build independence and resilience in order to enhance performance. <ol style="list-style-type: none"> From setbacks to success What is motivation? Motivating myself Life Planning – My Five-Year plan Resilience: Emotional, psychological and physical SMART target Setting Self-Evaluation and Self Criticism- SWOT Working Independently- Personal Statemen 	Unit: Substances and Health Focus: Students understand the impact of actions and can make positive life choices. <ol style="list-style-type: none"> Class A drugs and the law Safety and substances Addiction and Crime County Lines Poor Diet- The Health Costs Healthy Lifestyles 	Unit: Forgiveness Focus: Students understand the need for and power of forgiveness <ol style="list-style-type: none"> What does it mean to forgive? What can we learn from the example of Gee Walker? Is it strong or weak to forgive? Who does forgiveness help most – the victim or the criminal? What can happen if we decide not to forgive? How can I apply forgiveness to my future?
Unit: Self Protection Focus: Students can identify and act when others and themselves are at risk and can demonstrate self-regulation. <ol style="list-style-type: none"> Harm Online- Digital Footprint and Social Media- Employment Physical Harm and self-protection Psychological Harm Mental Health Mental Toughness Recharge and Recoup 	Unit: Healthy Relationship Focus: Students can make informed decisions about their relationships and actions. <ol style="list-style-type: none"> What is Love? Sexuality Consent vs Coercion First Sex and notions of intimacy Contraception vs pregnancy Healthy and Abusive Relationships including rape 	Unit: Career – add suitable title Focus: Add statement on what the focus is – one line. Add at least 5/6 lesson titles.

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 10 - Future

Essential Knowledge and Skills development throughout the year

	Autumn Term - Finding my voice		Spring Term - Adapting my voice		Summer Term - Positive Choices	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
A	<ul style="list-style-type: none"> Know how to strengthen weakened emotional and psychological resilience Understand terms, processes & importance of SWOT analysis and SMART target setting Understand the significance of a personal statement Understand the importance of failure and how this determines success Know how to outline your own personal plan Explore different methods of motivation and the importance of motivation on yourself Know how to overcome emotional, psychological and physical setbacks Explore the impact of self-evaluation and self-criticism and how to develop the outcome. 	<ul style="list-style-type: none"> Effective Group discussion Offer a personal opinion Honest reflection Basic Literacy Group discussion Delivering a presentation Participating in a mature debate Developing oracy skills Improving vocabulary for effect 	<ul style="list-style-type: none"> Define 'classification' with a focus on Class A drugs and the legal ramifications of both ownership and use To know the law surrounding taking or supplying drugs Reality of healthy eating and the dangers of 'fast' and 'convenience' food. challenge the medias role in endorsing negative body image Explore the correlation between drugs, gangs and crime Aware of what is meant by 'County Lines' and the language of it 	<ul style="list-style-type: none"> Identify Class A drugs Understand the reasoning for categorising drugs Explore the consequences drugs have on the body Identify food categories and the effect on the body Explore the psychological effects that food can have on the body, both positive and negative 	<ul style="list-style-type: none"> To explore definitions of forgiveness To recall details of case studies around the topic of forgiveness (Gee Walker, Eva Mozes Kor, Renee Napier, Julie Nicholson, Denise Fergus) To know reasons behind the decisions outlined in the case studies To know how faith motivated some of the decisions made in the case studies To know brief ideas about religious views on forgiveness, and other worldviews such as humanism 	<ul style="list-style-type: none"> Knowledge – case studies Explanation - why people could/ couldn't forgive Debate – various beliefs around forgiveness Empathy – sensitive case studies discussed Application – of religious beliefs and how they influenced decisions on forgiveness Evaluation – of their own views and those of others.
B	<ul style="list-style-type: none"> Familiarity the real consequences of a damaging digital footprint Explore the ways in which we can physically be harmed or harm ourselves and how explore how this can be remedied Explore psychological barriers and what is meant by 'self-help' Understand the importance of self-care Awareness of the various types of mental health conditions and those that affect an increasing % 	<ul style="list-style-type: none"> Applying security settings online Reviewing case studies To show empathy To apply a calm and caring approach To develop a non-judgmental attitude Developing maturity Sensitivity towards case studies Group discussion Delivering a presentation To offer alternative responses Develops mental health awareness Improves student resilience 	<ul style="list-style-type: none"> To explore the definition of love and its modern interpretations To understand the different categories of sexuality and the changing face of sexuality in the modern world To be clear about consent To explore the idea of first-time sex (readiness Vs the law) and be familiar with the need for contraception To identify the features of both a healthy and toxic relationships 	<ul style="list-style-type: none"> Open and honest involvement Empathy Sensitive questioning and statements Mature discussions Use anecdotal evidence and case studies to support discussions 	Add Careers knowledge	Add careers knowledge

Year 11 Core Lesson Curriculum Overview – Accomplish

Autumn Term – Breaking down the journey	Spring Term – Charting the course	Summer Term – Finishing with pride
Unit: Organised Resilience Focus: Students understand the importance of resilience and organisation to their studies. <ol style="list-style-type: none"> 1. The journey ahead 2. Self-evaluation and self-criticism 3. Using checklists and others to support resilience 4. Savvy online practices 5. Organising study 6. Meaning revision tools 7. Mental Toughness 8. Chimp Paradox 	Unit: Discrimination Focus: Students develop a sense of pride and confidence to overcome setbacks. <ol style="list-style-type: none"> 1. What is religious discrimination? 2. How have people stood strong against religious persecution? 3. What is Islamophobia? 4. How does Aerosol Ali try to unite people? 5. Should we follow the example of pacifists? 6. When might we need to be resilient in our own beliefs? 	This term remains clear for target subject intervention and independent study- all designed to help students
Unit: Positive Mental Health Focus: Students understand how to maintain positive mental health. <ol style="list-style-type: none"> 1. A working Growth Mindset 2. Growth Mindset in practice 3. Mental Health Problems 4. Mental Health Warning Signs 5. Stigma 6. Maintaining positive mental health 7. Echo chambers 	Unit: Approaching Well-Being Practically Focus: Students practically apply strategies that will help them manoeuvre their way through the exam period, as well as life in general. <ol style="list-style-type: none"> 1. Your body, your mind, your success 2. Sleep: The power to maintain and heal 3. Physical Application: HIIT training part one 4. Physical Application: HIIT training part two 4. Physical Application: Yoga and relaxation 6. Meditation, recovery and gratitude 	

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 11 - Accomplish Essential Knowledge and Skills development throughout the year				
	Autumn Term - Breaking down the journey		Spring Term - Charting the course	
	Knowledge	Skills	Knowledge	Skills
A	<ul style="list-style-type: none"> To be familiar with the road map of the year 11, including key dates of the mock exam sessions To reapply SWOT analysis to Year 11 practices and skills deficit To know how to effectively self audit personal and study skills To know what online revision platforms contribute to meaningful and targeted revision To use in class assessment tools like PLCs to prioritise revision and intervention To research a wide variety of revision techniques To be familiar with the idea of 'mental toughness' and it's pivotal nature To understand the theory of 'The Chimp Paradox' in helping mindset 	<ul style="list-style-type: none"> Application of revision platforms like Seneca and OneNote Develop and organise a working revision timetable Organising a diary Sending and responding to emails appropriately Identify strengths and weakness to learning habits and study techniques Evaluate the effectiveness of the variety of revision techniques on personal study habits Open and honest reflections of barriers to learning Production of a short and long term action plan Learning to prioritise 	SST to add RE component	SST to add RE component
B	<ul style="list-style-type: none"> To know the theory of the differences between a fixed and growth mindset and how the latter is essential for development Be be clear on the distinction between 'unhappiness' and 'depression' To explore the contextual information between mental health issues in teens and young adults To be familiar with the stigmas associated with mental health, particularly in males. To explore the key factors contributing to anxiety from social connection to procrastination. To be familiar with the correlation between physical fitness and mental wellbeing To understand the science of mental health and the power of the endorphin 	<ul style="list-style-type: none"> Completion of a 'emotional' SWOT analysis Responding to the ideas and views of others with maturity and empathy Use anecdotal evidence to support viewpoint Use case studies to support learning Production of a wellbeing checklist inclusive of strategies and support networks 	<ul style="list-style-type: none"> To be familiar with human need and how contentment leads to well-being To understand the function of sleep as an aid to learning and well being To be familiar with the strategies available for regulating 'good' sleep To be familiar with the correlation between physical fitness and mental well being To identify which exercises best support To be familiar with alternative approaches to fitness including yoga To be familiar with the the idea of gratitude, meditation and affirmation as strategies to support well-being and mindset 	<ul style="list-style-type: none"> Production of a personal fitness plan Practical involvement in physical exercise including: <ul style="list-style-type: none"> Interval training Cardiovascular training Practical application of a range of yoga poses Practical application of meditation Honest discussion about gratitude Creation of personal affirmations

Year 12 Core Lesson Curriculum Overview – Complete

Autumn Term	Spring Term	Summer Term
Unit: Being the best I can be Focus: Students are guided to think beyond their current setting and identify their next career steps Preparing for successful Work experience <ol style="list-style-type: none"> What, when, how? What do I need to do and where can I look for guidance? Making the best first impression – <ol style="list-style-type: none"> CV / Covering letter Phone calls / emails / drop ins Research best option for me CORE EXTRA <ol style="list-style-type: none"> Driving assembly from Police Theory test time 	Unit: Understanding my world and me Focus: Students understand how they can prepare themselves both physically and mentally to work efficiently. <ol style="list-style-type: none"> Health for life Infant mortality – (school nurse talk) Physical health and wellbeing and success in life Self awareness 1 Self awareness 2 incl Mindfulness (SST) Nutrition 	Unit: Making the right decisions Focus: Students understand how to overcome challenges to make the right decision <ol style="list-style-type: none"> Healthy relationships Growth mindset Setbacks (Mental Toughness) Conflict Decision making
Unit: Being the best I can be Focus: Students develop confidence and strategies when speaking to different audiences and purposes. <ol style="list-style-type: none"> What is public speaking? What are my strengths and weaknesses and what do I need to do to improve? Strategies and cheats Planning our project 1 Planning our project 2 Practising our project 3 Work experience week 	Unit: Understanding my world and me Focus: Students understand how to maintain positive mental health. <ol style="list-style-type: none"> Life vision - where are you going and what can you change? Personal growth and change Self-care and self-image and pride Emotional intelligence Contraception Talk from school nurse CORE EXTRA <ol style="list-style-type: none"> VR driving session from Police 	Unit: Making the right decisions Focus: Students can make meaningful plans for their future, managing and personalising the steps towards their goals. <ol style="list-style-type: none"> How to maximise open days talk – Newman University visiting speaker Revision skills and techniques Revision skills and techniques 2 CORE EXTRA <ul style="list-style-type: none"> Completing Work Experience (2 weeks) Careers week: series of workshops, visits, talks and experiences to prepare them for the next steps.

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	SWB Gold
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Year 12 - Complete Essential Knowledge and Skills development throughout the year						
	Autumn Term - Being the best I can be		Spring Term – Understanding my world and me		Summer Term – Making the right decisions	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1	<ul style="list-style-type: none"> Understanding need for work experience and how it runs in Y12. Understand how and where to research work experience. Know how to write cover letters and complete application forms. Understand how to present yourself at interview/meeting for work experience and how to call/ email successfully to secure work experience Understanding what competencies make an effective work experience placement. Understand how to review your work experience placement to maximise its use to you in the future Understand the law and dangers of driving and how to avoid risky behaviours To understand what help and support is available and how to apply theory to practice when learning to drive. 	<ul style="list-style-type: none"> *Interpersonal – how to work with others *Problem Solving – how to overcome an issue *Working using initiative *Organisation and prioritisation re deadlines *Researching resilience – not giving up, finding solutions *Evaluating choices they make when getting in a car either driver or passenger *Identifying personal strengths and weaknesses around driving theory and knowing how to improve their knowledge 	<ul style="list-style-type: none"> *Understand development of/risks to an unborn child from behaviours of the mother/those around her, including before the mother becomes pregnant and in the early stages of pregnancy *Understand what can go wrong in pregnancy and what they can/can't control *Know where to get help and support re infant mortality *Know what being healthy means from a variety of perspectives *Understand why health is important to future success and happiness *Understand how to action plan with a view to being healthier *Understand how others may perceive them/their actions/words, what image they project of themselves *Understand key ideas behind nutrition/how a healthy diet can positively impact life *Understand how to look after themselves physically/ mentally using various techniques 	<ul style="list-style-type: none"> Evaluating knowledge regarding infant mortality/assess need to change their actions / possible future actions Critically reviewing/ assessing which parts of their lives need work to enable them to be healthier Being able to self-review and action plan, implement changes and re-evaluate this for themselves re diet, behaviour, exercise Being able to critically reflect on what others think about them Recognising when they need to seek help, change direction, take time out Applying different techniques to ensure they are as healthy as they can be 	<ul style="list-style-type: none"> Understanding what a healthy relationship is and is not Understanding what a healthy sexual relationship is and is not. Understanding what choices exist in relationships Understanding conflict in everyday life and understanding what choices we have when faced with conflict Understanding what a setback can look and feel like and why what we do next is important Understanding decisions following a setback impact on our lives Know good decision making approaches 	<ul style="list-style-type: none"> Evaluating and accepting our own decisions Ability to ask for help in a timely and productive way Evaluating conflict in everyday life and understanding what choices we have when faced with conflict Developping strategies for positive conflict resolution and setbacks Evaluating how important growth mindset is to us/what to do if more fixed mindset at the moment Evaluating where we choose to select our support from (depending on the problem); how to research with purpose

	<ul style="list-style-type: none"> Knowledge 	<ul style="list-style-type: none"> Skills 	<ul style="list-style-type: none"> Knowledge 	<ul style="list-style-type: none"> Skills 	<ul style="list-style-type: none"> Knowledge 	<ul style="list-style-type: none"> Skills
2	<ul style="list-style-type: none"> Understand principles of public speaking/why they are important to you Understand how to develop your public speaking skills Understand current strengths/weaknesses and how to improve Understand strategies to plan and execute an assembly on an area that you may not be familiar with. Understand how to work within the skill-set of your peers when conducting an assembly Understand the strengths and areas of development after completing your assembly. 	<ul style="list-style-type: none"> *Team Working – sharing ideas and working together to produce a product, identifying strengths and weaknesses within a team *Identifying what we need to do to improve our self confidence. *Reviewing our self esteem and evaluating how to improve it. *Self organising and prioritising in relation to deadlines. *Communication skills – with peers and with other year groups *Resilience in overcoming any hurdles 	<ul style="list-style-type: none"> Understand changes in their lives already/ achievements what has changed in their lives as a result Understand what matters most to them in life and why/build on this and regularly evaluate Understand what they can and cannot change about themselves Understand the need for self-care and awareness of pride Understand what is meant by emotional intelligence and it's impact on daily life / future plans and how they can improve this Understand how other people's emotional intelligence affects them Understand key Police safer driving messages Understand sexual health choices 	<ul style="list-style-type: none"> Evaluating what is important to them and are they being true to themselves Assessing current attitude to self-image and pride/what can do to improve this Assessing their/others emotional intelligence Analysing how to improve emotional intelligence/ recognising strengths and weaknesses in others and how they respond Evaluating their driving choices and impact on safety of themselves and others Evaluating current/future sexual health choices 	<ul style="list-style-type: none"> Understand UCAS / apprenticeship websites and timelines and to action plan this Understand personal organisation in application process Understand how to book an open day/higher education event/how to maximise them Understand the UCAS 5 choices and what is aspirational for you Complete work experience week 2 to inform later decisions Understand how to construct a personal statement and what is needed for University / Apprenticeship application Understand student finance Understand importance of June exams and UCAS predictor exams in Sept 	<ul style="list-style-type: none"> Self-regulation Problem solving e.g. booking open days – travel and time keeping Being appropriately aspirational Critically exploring next steps/ discounting unsuitable ones / justifying these to 'test' the validity of them Being able to make decisions under pressure Knowing 'your team' and using support Draw conclusions from work experience week 2 Self preparation for applications e.g. bank / passport / finance Evaluate how student finance affects them Reviewing information gathering at open days / with visiting speakers Evaluating personal revision skills

Year 13 Core Lesson Curriculum Overview – Complete

Autumn Term	Spring Term	Summer Term
<p>Unit: Refining the details for success Focus: Students know themselves, their strengths and weaknesses, and can use this knowledge to effectively plan for their own progression.</p> <ol style="list-style-type: none"> 1. Revision skills 2. Revision skills 3. UCAS exams 4. Personal statement preparation & Ucas/ apprenticeship research 5. Testing out which Uni is for you/location/ course 6. Personal statement preparation & Ucas/ apprenticeship research 	<p>Unit: Securing the best for me Focus: Students have an understanding of how to manage their own finances, potential pitfalls and where to get help</p> <ol style="list-style-type: none"> 1. Finance Introduction and where are you now 2. Student finance overview recap 3. Practical finance - Finance for life 4. Conditional offers talk 5. Cost of living 6. Finance competition 	<p>Unit: Securing the best for me Focus: Students are aware of how to look after themselves and succeed away from home</p> <ol style="list-style-type: none"> 1. Student finance & accommodation – revisit and final checks. UCAS choices. 2. Revision techniques and exam strategies. 3. Bespoke drop-in sessions for any of the above
<p>Unit: Refining the details for success Focus: Students know themselves, their strengths and weaknesses, and can use this knowledge to effectively plan for their own progression.</p> <p>1-4 Personal statement preparation & Ucas/ apprenticeship research 5 Revision skills 6-7 Mocks</p>	<p>Unit: Securing the best for me Focus: Students are aware of how to look after themselves and succeed away from home</p> <p>1 Preparation for life at University – student finance applications open 2 Healthy relationships – CONSENT 3 Being safe at Uni (SST Street Pastors) 4 Practical Uni life tips 1 5 Practical Uni life tips 2</p>	

Year 13 - Complete
Essential Knowledge and Skills development throughout the year

	Autumn Term – Refining the details for success		Spring Term – Securing the best for me	
	Knowledge	Skills	Knowledge	Skills
A	<ul style="list-style-type: none"> Understand a range of revision strategies Understand importance of UCAS predictor exams Understand subject strengths and weaknesses Understand what is a realistic/aspirational level to apply for University / Apprenticeship Understand different types of University Course/Apprenticeship, location advantages and disadvantages, sources of further information Understand how to write a successful UCAS / Apprenticeship application and how the process works, including deadlines and Tack, Clearing and Adjust 	<ul style="list-style-type: none"> Developing individualised revision skills maximising their potential in exams Evaluating subject strengths and weaknesses Identifying realistic/aspirational choices for University / Apprenticeship Researching how to weigh up pros and cons for themselves Organising University / Apprenticeship application and identifying when to ask for help 	<ul style="list-style-type: none"> Understand student finance Understand key financial concepts in everyday life Understand what a budget is / why a person may need to budget Understand how you can shop around to get a better deal and save money Understand choices re student finance and accommodation Understand what a conditional offer is and how this may affect them both positively and negatively 	<ul style="list-style-type: none"> Evaluate a likely/sustainable future personal budget, what their likely needs are and how to plan for these Evaluate where they might make savings in their lives Assess the pros and cons of student finance system Evaluate knowledge of key financial terms to be independently financially efficient Evaluate the pros and cons of a conditional offer for them
B	<ul style="list-style-type: none"> Understand how to apply for University / Apprenticeship To refresh and extend their knowledge on revision skills, subject specific examples 	<ul style="list-style-type: none"> Writing a personal statement that is effective in securing an apprenticeship / University place Identifying risk / insurance offers Choosing revision strategies that make an impact to them 	<ul style="list-style-type: none"> Understand the deadline for student finance this year and how to apply, practical application tips Understand which bursaries, scholarships and grants available to them Understand what a healthy relationship is and what is meant by consent Understand possible risks to their wellbeing, mental health and physical health at Uni / working Understand where to seek support from for any issues (SST street pastors link) Practical cooking advice, housekeeping advice, time management, travel advice, living in halls / shared accommodation advice, what to take with them when moving out, how to survive University / Working when still living at home, what does Freshers week look like. 	<ul style="list-style-type: none"> Communicating effectively with parents/advisors Applying for student finance and at what level Researching possible money saving tips / incomes Evaluating own behaviours at present and what may happen in the future Evaluating what steps they can take now and in the future to safeguard against danger – how to minimise risk and who they may access for support Evaluating possible difficulties for them of University / Working life and preparation on these areas, e.g. cooking practice, sewing practice Evaluating financial impact of accommodation choices

Part 3 - Personal Tutor Programme - Yr7-11 (Adapted due to C.19 Restart Timetable)

Intent	To develop a comprehensive programme of pastoral study that allows all academy students to cover a breadth of personal and interpersonal topics that will help shape their view of themselves and the world they are citizens of. As well as focusing on core units that explore British Values, the tutor programme will also focus on nurturing the emotional and mental well-being of all students in an effort to develop their emotional literacy, emotional intelligence, resilience, character and grit, whilst strengthening each students inter and intra personal skills.				
Strategy Aspect	Mindset Monday		Tutor Tuesday	World Wide Wednesday	Literacy Thursday
Implementation	Me, Myself and I: Well- Being and Growth		<ul style="list-style-type: none">Academy Updates linked to Fire Drills and Lockdown proceduresMedical UpdatesSafeguarding updatesSpotlight on careersStudent Leadership CouncilAnti- Bullying charter and FAB agendaE- SafetyRoad- SafetyFunctionality:<ul style="list-style-type: none">One NoteOffice 365Individual form reward and consequence updateSWBTV Updates	<ul style="list-style-type: none">Promoting diversity and tolerance including the celebration of a range of religious festivals.Challenging stereotypes and biasAnalysing community cohesion and those elements that disturb it.Exploring political movement and developmentDebating global injusticeExploring social developmentsReflecting on key historical eventsAwareness of key celebrations: Black History Month, International Women's Day etc ** All sessions have questions linked to the academy values of Character, Organisation, Resilience and Excellence	<ul style="list-style-type: none">Dedicated D.E.A.R time with dedicated reading in celebration of:<ul style="list-style-type: none">European Day of Languages 26th September 2019National Poetry Day 3rd October 2019World Mental Health Day 10th October 2019World Book Day 5th March 2020
	Autumn A: Life after Lockdown <ul style="list-style-type: none">Welcome after lockdownLockdown lessonsThe Importance of LearningThe power of relationships and human connectionBridging the technological divideKnowing how to ask for help	Autumn B: Grit and Growth <ul style="list-style-type: none">The Human BrainPrinciples/traits of Growth Mind setBreaking down barriersAttitude over aptitudeBuilding ResilienceFailure and motivationThe Power of Grit			
	Global Community: Citizenship and Challenge				
	Spring A: Global Barriers <ul style="list-style-type: none">Peer on Peer abuseHate CrimeLGBTQPreventing RadicalisationPreventFemale Genital MutilationForced Vs Arranged Marriages	Spring B: British Values <ul style="list-style-type: none">DemocracyThe Rule of LawMutual RespectTolerance of Different FaithsIndividual Liberty			
	Prevention and Cure: Eliminating Hazards				
	Summer A: Responsible Citizenship <ul style="list-style-type: none">Social CohesionAnti-social behaviourCharity and communityCommunity responsibilityAccepting of Differences	Summer B: Change and Reflection <ul style="list-style-type: none">Banishing excusesLife's WWW and EBIChoices and chancesWhat's your plan?Target Setting for success			
Essential Skills	<ul style="list-style-type: none">Interpersonal discussion skills: Listening, responding to others, building on the ideas of others and offering a counter argumentSensitivity and EmpathySelf-Regulation of opinion				
Expected impact:	<ul style="list-style-type: none">An understanding of the skills needed to thrive in a competitive worldAn understanding of the factors that impact our emotional and physical well- being and the ways we can show self-careAn understanding of our role in our local communities and as a global citizenAn ability to articulately voice opinions about the world students are part of, developing educated and informed opinionsAn understanding of the importance of identifying and combatting discrimination and intolerance in our local and global communitiesAn understanding of what healthy relationships look like from the relationships we have with ourselves and with each other				

Personal Tutor Programme - 6th Form (Adapted due to C.19 Restart Timetable)

Ormiston SWB Academy Strategy 2020-2021						
Tutor Programme						
Intent	To develop a comprehensive programme of pastoral study that allows all academy students to cover a breadth of personal and interpersonal topics that will help shape their view of themselves and the world they are citizens of. As well as focusing on core units that explore British Values and CEG, the tutor programme will also focus on nurturing the emotional and mental well-being of all students in an effort to develop their emotional literacy, emotional intelligence, resilience, character and grit, whilst strengthening each student's inter and intra personal skills developing our students to stand out when applying for the next step in their lives.					
Implementation	YEAR 12					
	MON	TUES HT1-2	TUES HT3-6	WEDS	THURS	FRI
	Assembly	Life after lockdown / Gateway transition	Tracking Tuesday	Character Programme year 1	Media and debating	The Edge / Pix Orate
	<p>Whole school rota followed with KS5 focus</p>	<ul style="list-style-type: none"> Welcome after lockdown Lockdown lessons The importance of learning The power of relationships and human connection Bridging the technological divide Knowing how to ask for help Starting your post 16 journey Consider yourself 20 years from now – where can you start to get there? Effective time management Listening skills Resilience and growth mindset Working with others 	<ul style="list-style-type: none"> Students are able to identify strengths and weaknesses Students are guided through marginal gains approach Tutor tracks and provides support Students taken through the DTT model and encouraged to use it this across their subjects 	<ul style="list-style-type: none"> <u>Resilience</u> – what got you here, won't get you there Forecasting Post-mortem <u>Leadership</u> – styles on a sliding scale How do different styles get results? Getting results with my leadership style Wellbeing focus <u>Futures</u> – putting year 12 in perspective for HE <u>Them and us</u> – all human at heart What unites us is greater than what divides us Putting other people first Helping others thrive <u>Initiative</u> – creative problem solving How I learn best Showcasing my initiative 	<ul style="list-style-type: none"> Students are made aware of a variety of source materials and media Students are taught to look at bias Students are able to identify key arguments Students conclude main points and summarise Students can articulate their thoughts and opinions on real world topics Students are exposed to current topics Students learn to have an opinion Students are able to argue a point cohesively 	<p>The Edge:</p> <ul style="list-style-type: none"> Students through the edge are able to evidence what they have achieved up to now in key areas of their life and education Students realise how their actions equip them for the future Students are able to see what they need to do more of to progress through the levels of apprenticeship, graduate and mastery and how this equips them for the future Orate continued: Students understand and can identify the cognitive elements of <u>gracy</u> Students understand and can identify the social and emotional elements of <u>gracy</u>
	<p>Buddy focus: - TBC for terms 3-4</p> <ul style="list-style-type: none"> Students build relationships with younger children Students are able to work with and support adults in leading sessions <ul style="list-style-type: none"> Students mentor younger students Students are a role model for younger students Students are building their personal confidence Students are role models in reading by listening to students read 					

YEAR 13:						
	MON	TUES HT1	HT2-5	WEDS	THURS	FRI
	Assembly	Life after lockdown	Tracking Tuesday	Character Programme Yr 2	Media and debating	The Edge / Next steps
	Whole school rota followed with KSS focus	<ul style="list-style-type: none"> Welcome after lockdown Lockdown lessons The importance of learning The power of relationships and human connection Bridging the technological divide Knowing how to ask for help 	<ul style="list-style-type: none"> Students are able to identify strengths and weaknesses Students are guided through marginal gains approach Tutor tracks and provides support Students taken through the DTT model and encouraged to use it this across their subjects 	<ul style="list-style-type: none"> <u>Organisation</u> – steady steps and minute changes The detail and the big picture Understanding how I work <u>Initiative</u> – initiative and industry placements What can I do? Not just about good ideas <u>Leadership</u> – leadership and careers 1 Leadership and careers 2 My next steps – leading in the future <u>Them and us</u> – getting past the label Building up, not knocking down Choosing your focus <u>Communication</u> – productive and reductive debate Listening Plans for the future <u>Futures</u> – equality and diversity <u>Well-being</u> – <u>self awareness</u> 1 <u>self awareness</u> 2 <u>Resilience</u> – resiliently flexible Zooming in and out <u>Well-being</u> – Revisit <u>self care</u> and <u>mindfulness</u> 	<ul style="list-style-type: none"> Students are made aware of a variety of source materials and media Students are taught to look at bias Students are able to identify key arguments Students conclude main points and summarise Students can articulate their thoughts and opinions on real world topics Students are exposed to current topics Students learn to have an opinion Students are able to argue a point cohesively 	<ul style="list-style-type: none"> Masters level Edge completed Focus on applications to UCAS / Apprenticeships Revision and study skills as needed
Expected impact:	<ul style="list-style-type: none"> An understanding of the skills needed to thrive in a competitive world and how we can ensure we are the best we can be An understanding of the factors that we can control to ensure we are able to achieve highly An understanding of our role in our local communities and as a global citizen An ability to articulately voice opinions about the world students are part of, developing educated and informed opinions and to be able to disagree constructively and to have an opinion An understanding of the importance of identifying weaknesses and working hard and strategically to overcome them An understanding of what resilience and grit is 					

Part 4 – Subject CORE Development/Cutural Captail

Cultural Capital ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’

When and where appropriate students develop their CORE within normal timetabled lessons.

Art	<ul style="list-style-type: none"> • KS3 curriculum includes projects on cultures (Day of the Dead) & environmental issues of the time (ie endangered animals, plastics etc...). • A range of artists are covered across both KS3 and KS4 (with diversity in ethnicity, gender and social influences). • Students have opportunities to work with artists. • KS3 students have the opportunity to visit a gallery. • University Workshops/Galleries – showcasing what their Art future could be. • Student work is celebrated through displays around the academy and on social media (Instagram and Facebook).
Business, ICT and Law	<ul style="list-style-type: none"> • Continuous modelling of how to keep themselves safe online and when using social media. • Cyber security. • Developing use of Microsoft office • Deepen understanding of how to effectively manage finances • Laws • Lead Enterprise activities & experiences, for example: <ul style="list-style-type: none"> ◦ Tenner Challenge ◦ Regular External Business Speakers (Local SMEs) ◦ Opportunities to create own enterprise initiative. ◦ Augmented Reality Workshops (Lessons & extra-Curricular) ◦ Tom Jones Tycoon Challenge Sept 2020 ◦ Bletchly Park Code Breaking ◦ Jaguar/Land Rover Business Visit • Addition Enrichment Experiences: <ul style="list-style-type: none"> ◦ Visits to Magistrates Court ◦ Law Challenge ◦ BCU Master Classes ◦ Debate Club (Starting Sept 2020)
English	<ul style="list-style-type: none"> • Introducing students to whole texts from Year 7 (Oliver Twist) • Visit to see children's author (Year 12) • Social and historical context of the Victorian era (Oliver Twist (7) and A Christmas Carol (11)) • Greek legends and Myths (AMND Year 7) • Russian revolution: communism, tyrannical leaders, exploitation (Year 9 Animal Farm) • Patriarchal Societies (across a range of texts and year groups) • Discrimination comparison across 19-21st Century: gender, mental health and disability (Year 9 writer viewpoint) • Effects of conflict on individuals – physical and mental (Power and Conflict poetry (KS4)) • Political and historical context of war poetry (KS4) • Political climate in both 1912 and 1945: comparison of the social impact of this (KS4) • Social, historical events from Jacobean era that link to Macbeth (KS4) • Creative Writing Club – encourage a love of writing and experience the best writers of the time • Performance of texts and writer including: AIC, gothic writers • Leadership skills: Year 12 supporting KS3 students.

Geography	<ul style="list-style-type: none"> • Opportunity to complete fieldwork putting students in unfamiliar situations • Geography 'leadership' team used to promote student voice and autonomy within the academy • Geography leadership team will also lead in the organisation of extra-curricular activities related to geography education • Promote British Values within curriculum: what makes Britain and how Britain looks today • Diversity: culture, food, migration and providing students with a balanced assessment in order for them to develop their educated views • Climate change: issues surrounding sustainability and how it will be managed • Conflict and super powers: to include world leaders and their influence on economies • UK challenges and the impact these have. • Opportunities to independently research aspects of Geography at KS5 and the impact that this has (impact of sea level rise) • Celebrate world Earth day through focused lessons and specialists visitors including the animal man. • Iceland visits: to experience Geography in a different setting. • Opportunity to conduct rivers study, urban studies. • KS3 visits to seaside and rural life experience. • KS5 fieldtrip to Aberystwyth to conduct independent investigation.
Health	<ul style="list-style-type: none"> • Promotion of empathy and an understanding of the diverse needs of others. • Diseases, conditions and knock on effects (including mental and physical illnesses). • Applying Values: empathy, dignity, respect and empowerment. • Understanding Safeguarding & Duty of Care of Promoting anti-discriminatory practice • Using teamwork and problem solving to build confidence to support a variety of roles within the health and social care industry. • Additional Enrichment Opportunities: <ul style="list-style-type: none"> ◦ University Master Classes ◦ First Aid Certificate ◦ External speakers to discuss current health and social care job roles to promote careers and HE in the sector
History	<ul style="list-style-type: none"> • Opportunity to visit a castle as part of the C.O.R.E curriculum: experience previous methods of ruling England. • Development of Parliament from its establishment in the 1600s and why it was needed. • Explore different styles of ruling to encourage students to be proactive citizens in electing future leaders. • Changes to religion and the significance it had on daily life. • Comparison of science and religion to the present day • Consequences of discrimination seen in the Holocaust: allows students to challenge their misconceptions of others and allow them to be more tolerant individuals • Local studies: Black Country and Bournville links to Industrial Revolution & understanding of the history of the local area • Crime and punishment and its development over time with links to the present day • Topics studied allow students to to develop an understanding of the issues society face today and what they can do to be law abiding citizens. • Elizabethan England and the reign of a strong female monarch • Britain's relationships with other countries and how that has shaped the world. • Careers lessons.
DT	<ul style="list-style-type: none"> • A focus on how engineers and organisations change lives with the work they do. • Teamwork and Problem Solving using challenges essential part of learning. • Leadership roles within lesson and after school clubs that enables confidence building to raise aspirations and recognise the talent of each student. • Managing Health and Safety • Expanding horizons through research and tasks looking at the wider world of Engineering. • Linking to careers in linked industries • Enrichment activities including engineering club, cooking challenges, industry visits STEM competitions, visits and external speakers.

Part 5– CORE Extra

Supporting all student's successful return by daily reinforcing essential skills and habits.

Overview

All year groups have:

5 x 'CORE Extra' throughout the week. Sessions focuses will rotate between:

Mind-set Monday/Wednesday: includes a virtual assembly, key messages and a behaviour for learning review

Reading: developing a love for reading through groups regularly reading and discussing books together.

Numeracy:

Year 7/8: reminding and reinforcing SWB's 5 essential numeracy skills

Year 9-11: Maths Focus Days – Skills check & Reinforcement

Knowledge Organisers: focused time in which we develop retention/memory strategies.

	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7	4a	Mind-set Monday	Reading	Reading	Knowledge Organiser	Numeracy
8	3c	Mind-set Monday	Reading	Reading	Numeracy	Reading
9	4a	Mind-set Monday	Reading	Reading	Numeracy	Reading
10X	3c	Mind-set Monday	Knowledge Organiser	Knowledge Organiser	Reading*	Maths Focus Friday
10Y		Mind-set Monday	Knowledge Organiser	Knowledge Organiser	Maths Focus Thursday*	Reading*
11X	3c	Maths Focus Monday *	Knowledge Organiser	Mind-set Wednesday	Knowledge Organiser	Reading*
11Y		Reading*	Knowledge Organiser	Mind-set Wednesday	Knowledge Organiser	Maths Focus Friday*

*Most students will be with their English or Maths teacher during this lesson

This is an addition to the curriculum inlight of school closure 2020 and will be reviewed on a ½ termly basis.

RSe Sept 2020 Checklist – Overview of how our CORE Curriculum meets RSE Guidelines

Secondary Topic	Pupils should know	Location within CORE Curriculum (Lessons/Drop Down Days & Tutor Time)	Location in Subject Curriculum
Families	1. That there are different types of committed, stable relationships.	Yr 7 Spring 1 CL - The Facts about Family Unit	
	2. How these relationships might contribute to human happiness and their importance for bringing up children.	Yr 7 Spring 1 CL - The Facts about Family Unit	
	3. What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Yr 7 Spring 1 CL - The Facts about Family Unit	Year 10 Health and Social Curriculum
	4. Why marriage is an important relationship choice for many couples and why it must be freely entered into. 5 the characteristics and legal status of other types of long-term relationships. 6 the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Yr 7 Spring 1 CL - The Facts about Family Unit Tutor Program: Global Barriers – Arranged and Force marriages.	Year 10 Health and Social Curriculum
	5. How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	Yr 7 Spring 1 CL - The Facts about Family Unit	
Respectful relationships, including friendships	6. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Yr 7 Spring 1 CL - The Facts about Family Unit Yr9 Spring 1 – Respect Unit	
	7. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Yr7 Autumn 2 CL-Kindness Unit Yr9 Spring 1 – Respect Unit	
	8. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Yr8 Spring 1 CL – Stereotypes on Careers Yr 8 Spring 2 - Body Image Yr9 Summer 1 – Discrimination	
	9. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Year 7 Autumn 2 CL- Kindness Year 9 Summer 1 – Discrimination	
	10. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of	Year 7 Autumn 2 CL- Kindness Year 9 Summer 1 – Discrimination Year 9 Spring 1 - Safe digital Communication	IT Yr 7 & 8 Curriculum (Esafety & Cyberbullying)

	bystanders to report bullying and how and where to get help.	Tutor Program: Anti Bullying week plus anti bullying assemblies.	
	11. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 7 Spring 1 - The Fact about the Family Year 10 Summer 1 – Healthy Relationships Unit Tutor Program: Global Barriers – Gender based violence and peer on peer abuse	
	12. What constitutes sexual harassment and sexual violence and why these are always unacceptable.	½ term @ yr through 7-10 Healthy Relationships Unit	
	13. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 7 – Kindness Year 9 – Discrimination Year 10 – Substances & Health & Health Relationships (Constant) Tutor Program: FBV & Global Barriers inclusive of hate crime	
Online and media	14. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Yr 8 Spring Term CL- Healthy Relationships (Internet Safety & Homophobic Bullying) Year 9 Spring 1 - Safe digital Communication	Yr7 Autumn Term E-Safety Yr8 Autumn Term CyberCrime & Security Yr 11 Spring Term – Responsible use of IT & Legal and ethical use
	15. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Year 8 Spring 2 – Internet Safety Year 9 Spring 1 - Safe digital Communication Year 10 Spring 1 – Self Protection	
	16. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Year 8 Spring 2 – Internet Safety Year 9 Spring 1 - Safe digital Communication Year 10 Spring 1 – Self Protection	
	17. What to do and where to get support to report material or manage issues online.	Year 8 Spring 2 – Internet Safety Year 9 - Respectful and Safe digital Communication	
	18. The impact of viewing harmful content.	Year 9 - Respectful and Safe digital Communication	
	19. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Year 9 - Respectful and Safe digital Communication	
	20. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 9 Core Day - Healthy Lives Year 10 Spring 1 – Self Protection	
	21. How information and data is generated, collected, shared and used online.	Year 10 Spring 1 – Self Protection	
Being safe	22. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Yr 8 Spring Term CL- Healthy Relationships (Pressure to have Sex) Yr 10 Summer CL - Students can make informed decisions about their relationships and actions.	
	23. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Yr 10 Summer CL - Students can make informed decisions about their relationships and actions.	

Intimate and sexual relationships, including sexual health	24. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Yr7 Spring Facts about Family & Relationships Unit Year 8 Sex & Safety Unit Year 10 Healthy Relationships	
	25. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Yr7 Spring Facts about Family & Relationships Unit Year 8 Sex & Safety Unit Year 10 Healthy Relationships	
	26. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Yr7 Spring 2 Facts about Puberty Unit	Yr7 Science Curriculum Spring Term (Body Systems) KS4 Biology Curriculum
	27. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Yr 8 Spring Term CL- Healthy Relationships Yr10 Summer Term 1 – Healthy Relationships	
	28. That they have a choice to delay sex or to enjoy intimacy without sex.	Yr8 Spring Term CL Healthy Relationships Year 9 CORE Day Healthy Life	
	29. The facts about the full range of contraceptive choices, efficacy and options available.	Yr9 Summer Term CL- Students further develop an understanding of what makes a healthy relationship.	
	30. The facts around pregnancy including miscarriage.	Year 10 & 12 Spring 2	Yr7 Science Curriculum Spring Term (Body Systems)
	31. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Year 10 & 12 Spring 2	
	32. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Yr8 Spring 2 Sex, Safety and Body Image Yr9 Core Day – Health Life's	
	33. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Yr7 Facts about Puberty & Relationships Unit Yr8 Spring 2 Sex, Safety and Body Image Yr9 Core Day – Health Life's	
	34. How the use of alcohol and drugs can lead to risky sexual behaviour.	Year 7 Summer 1 Good & bad substances Year 9 Summer Term 1 CL Substances & health Year 10 Spring 2 – Substances and Health	
	35. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Yr7 Facts about Puberty & Relationships Unit Yr9 Core Day – Health Lifes Unit Year 10 Healthy Relationships Unit	
Mental Wellbeing	36. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 8 Autumn 2 Effective Debate Yr9 Autumn 1 Effective Oracy Year 11 CORE Futures Day 2	PE Curriculum – building the ability to review and feedback on performances in a sensitive manner
	37. That happiness is linked to being connected to others.	Year 7 Facts about Family Year 10 CORE Futures Day 1 Year 11 CORE Futures Day 2	

	38. How to recognise the early signs of mental wellbeing concerns.	Year 10 CORE Futures Day 1 Year 11 CORE Futures Day 2	Yr11 Health and Social
	39. Common types of mental ill health (e.g. anxiety and depression).	Year 10 CORE Futures Day 1 Year 10 Spring 1 Self Protection Year 11 CORE Futures Day 2	Year 10 & 11 Health and Social Curriculum
	40. How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Yr8 Summer 2 CL Students approach problems and challenges in a methodical and open-minded way. Year 9: Respectful communication Unit Year 10 CORE Futures Day 1 Year 10 Autumn 1 Overcoming Setbacks & Spring 1 Self Protection Year 11 CORE Futures Day 2	Year 11 Health and Social Curriculum
	41. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Year 9 Army CORE Futures Day 1 Year 10 CORE Futures Day 1	Key Stage 3 PE Curriculum - develops an understanding of the effects of exercise/ inactivity and how to improve fitness. Key Stage 4 Curriculum – develops know of characteristics of healthy lifestyle and how plan and lead a healthy lifestyles.
Internet safety and harms	42. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Yr 8 Spring Term CL- Healthy Relationships Unit Yr10 Spring 1 Self Protection Unit & Spring 2 Substance and Health	IT Curriculum
	43. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Yr 8 Spring Term 2 – Sex Safety & Body Image Unit Yr 9 Spring Term 1 - Respectful & Safe Yr10 Spring Term 1 – Self Protection	IT Curriculum
Physical health and fitness	44. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 10 CORE Futures Day 1 Year 11 CORE Futures Day 2	Key Stage 3 PE Curriculum - develops an understanding of the effects of exercise/ inactivity and how to improve fitness. Key Stage 4 PE Curriculum – develops know of characteristics of healthy lifestyle and how plan and lead a healthy lifestyles.
	45. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health.	Year 10 CORE Futures Day 1 Year 11 CORE Futures Day 2	

			Yr9/10 Science Spring Term Health, Disease and the Development of Medicine Yr10 PE Curriculum Health & Social Care Year 11 Curriculum
	46. About the science relating to blood, organ and stem cell donation.		Yr9/10 Science Spring Term Health, Disease and the Development of Medicine
Healthy eating	47. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Yr 7 Summer 2 Good and Bad Substances Unit Yr 9 Substance & Health Yr10 Spring 2 - Substances and Health	Yr 7 Hospitality - Know how food can cause ill health. Yr8 Hospitality - Understand the importance of nutrition when planning meals. Yr11 Health and Social Curriculum
Drugs, alcohol and tobacco	48. The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Yr 7 Summer 2 Good and Bad Substances Unit Yr 9 Substance & Health Yr10 Spring 2 - Substances and Health	
	49. The law relating to the supply and possession of illegal substances.	Yr 7 Summer 2 Good and Bad Substances Unit Yr 9 Substance & Health Yr10 Spring 2 - Substances and Health	
	50. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Yr 7 Summer 2 Good and Bad Substances Unit Yr 9 Substance & Health Yr10 Spring 2 - Substances and Health	Year 11 Health and Social Curriculum
	51. The physical and psychological consequences of addiction, including alcohol dependency.	Yr 7 Summer 2 Good and Bad Substances Unit Yr 9 Substance & Health Yr10 Spring 2 - Substances and Health	Year 11 Health and Social Curriculum
	52. Awareness of the dangers of drugs which are prescribed but still present serious health risks. 55 the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Yr10 Spring 2 - Substances and Health Unit	Year 11 Health and Social Curriculum
Health and prevention	53. About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Added into the Personal Tutor Time Curriculum	Yr 7 Science Summer Term Health Unit Yr9/10 Science Spring Term Health, Disease and the Development of Medicine
	54. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Added into the Personal Tutor Time Curriculum	
	55. (late secondary) the benefits of regular self-examination and screening	Year 9 Summer 1 Substances and Health	
	56. The facts and science relating to immunisation and vaccination.	Added into the Personal Tutor Time Curriculum	Yr9/10 Science Spring Term Health, Disease and the Development of Medicine

	57. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Year 10 CORE Day 1 Year 11 CORE Day 2	Yr11 Health and Social Curriculum
Basic first aid	58. Basic treatment for common injuries.	Year 9 CORE Futures Day 2 Yr 12 CORE Futures Day 3	
	59. Life-saving skills, including how to administer CPR.15	Year 9 CORE Futures Day 2 Yr 12 CORE Futures Day 3	
	60. The purpose of defibrillators and when one might be needed	Year 9 CORE Futures Day 2 Yr 12 CORE Futures Day 3	
Changing adolescent body	61. Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Yr7 Facts about Puberty & Relationships Unit Yr8 Spring 2 Sex, Safety and Body Image	Yr 7 Science Summer Term Health Unit Yr10 Health and Social Curriculum
	62. The main changes which take place in males and females, and the implications for emotional and physical health	Yr7 Facts about Puberty & Relationships Unit Yr8 Spring 2 Sex, Safety and Body Image	Yr 7 Science Summer Term Health Unit Yr10 Health and Social Curriculum

Organisation of Responsibilities and Staffing

SLT Strategic Lead	BBA <ul style="list-style-type: none"> • Set the strategic intent of the programme. • Ensuring appropriate resources and staffing are made available. • Allocate CPD time for co-planning to take place.
Senior Directors	LGO/DHU <ul style="list-style-type: none"> • Oversee the planning for both timetabled lessons and Futures Programme/CORE Days. • QA the quality of the programmes – including schemes of learning, teaching and student voice. • Produce a timeline of actions for Directors. • Ensure Directors receive appropriate CPD. • Monitor the progress of the both programs.
Directors of Year	GBA/APT/AHA/VDO <ul style="list-style-type: none"> • Designing learning sequences across year are effective and consistently well-matched to the intended learning outcomes. • Ensuring teaching staff have the appropriate resources and have the appropriate CPD • Lead co-planning sessions every month. • Work with fellow staff to organise 5 drop down days. • ½ termly progress track of their year group.
JJN/JCR /CPO	<ul style="list-style-type: none"> • Ensure appropriate resources and support are provided for the careers elements of the timetabled lessons. • Provide support during the co-planning sessions.
CORE Lessons Staffing	<ul style="list-style-type: none"> • Work with DoY to further develop lesson resources. • Use the resources and schemes to adapt planning to your • Track student progress
Personal Tutors	<ul style="list-style-type: none"> • To deliver the Personal Tutor programme fully, engaging all learners in meaningful discussions • Attend calendared CPD sessions for Personal Development • Attend all Personal Tutor briefings to ensure regular updates are communicated
Subject Directors	<ul style="list-style-type: none"> • During scheme of learning planning clearly identify ways in which their subject area can develop the CORE. • Plan and deliver sessions in extra-curricular and drop-down days which provide students with the enrichment opportunities identified.

CORE ACTION PLAN

General Actions

[illegible]