



C.O.R.E. Curriculum

CHARACTER – ORGANISATION - RESILIENCE – EXCELLENCE

2021– 2022

(Ongoing reviewed reflecting needs of our students)

C.O.R.E Curriculum Overview 2021-2022 - 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/RSE/Careers Programme.
3. *Personal Tutor time* – all students have a Personal Tutor who they meet daily during Personal Tutor time.
4. *Subject Links* – when and where appropriate students develop their CORE within normal timetabled lessons.
5. *Enrichment* – all students will have access to a broad and varied enrichment calendar

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 	10	Future	<ul style="list-style-type: none"> • Owning my journey • Owning my actions • Owning my decisions 	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 	11	Accomplish	<ul style="list-style-type: none"> • Breaking down the journey • Charting the course • Finishing with pride 	13		<ul style="list-style-type: none"> • Refining the details for success • Securing the best for me
9	Resilience	<ul style="list-style-type: none"> • Finding my voice • Adapting my Voice • Positive Choice 						

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 statutory 2020 RSE guidelines, and considers the June 2021 RSHE Recovery document

**When appropriate PRE is incorporated into the CORE program – including PT time (Read Aloud Text, Tuesday Community Spotlight, World Wide Wednesday), Future Day Visits to religious venues and CORE lesson units (especially in KS4)

C.O.R.E Curriculum 2021-2022 - Summary of tweaks

- **Our Community Theme added into all areas of the CORE program.** Aimed at raising student, staff and parents understanding of the diverse nature of SWB population (including understanding of different religions) leading to a more understanding, kind and respectful community. This will include the opportunity to attend after school diversity groups, social action groups and visits to important local and national sights (i.e. St. Paul's Cathedral, Gurdwara, Liverpool Salve Museum etc...)
- **CORE Development Tracker:** students' progress in CORE Lesson and achievements via CORE Futures program. will be logged. Aimed at staff and students having a greater understanding of non-academic progress.
- **CORE Graduation:** at the end of the year students will graduate with gold, silver or bronze awards. Awards will be presented at a graduation assembly.
- **Subject Teams taking the lead on the planning of CORE Days.**
- **Monthly CORE CPD program:** aimed at developing classroom staff's ability to support students CORE development
- **Improved QA of CORE Curriculum**

C.O.R.E. Curriculum

YEAR 7 BELIEVE		YEAR 8 CREATE		YEAR 9 RESILIENCE		YEAR 10 FUTURE		YEAR 11 ACCOMPLISH		YEAR 12 COMPLETE		YEAR 13 COMPLETE	
Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect		Character - Organisation - Resilience - Respect	
A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.		A first class education giving you the distinct advantage in life.	
CORE THEME	Focus	CORE THEME	Focus	CORE THEME	Focus	CORE THEME	Focus	CORE THEME	Focus	CORE THEME	Focus	CORE THEME	Focus
AUTUMN A 	Starting as you mean to go on	AUTUMN A 	Being the Best Version of OUR community	AUTUMN A 	Being the Best Version of OUR community	AUTUMN A 	Being the Best Version of OUR community	AUTUMN A 	Organized Resilience	AUTUMN A 	Being the best I can be	AUTUMN A 	Refining the details for success
CORE day 1	Defining our community	CORE day 1	Defining our community	CORE day 1	Defining our community	CORE day 1	Defining our community	CORE day 1	Defining our community	CORE day 1	Defining our community	CORE day 1	Defining our community
AUTUMN A 	Kindness	AUTUMN B 	Difference and Diversity	AUTUMN B 	Careers- Step Ahead	AUTUMN B 	Career - Step Forward	AUTUMN B 	Careers: Step into the Future	AUTUMN B 	Being the best I can be	AUTUMN B 	Refining the details for success
CORE day 2	Performance Day	CORE day 2	Visit Local Area and Museum	CORE day 2	Option/ Careers Day	CORE day 2	Wellbeing Day	CORE day 2	2021+ Future Planning Day	CORE day 2	Personal Finance course 'Money Matters'	CORE day 2	Preparing for Next Steps
SPRING A 	Expressing myself effectively	SPRING A 	Careers- Step	SPRING A 	Respectful and safe digital Communication	SPRING A 	Substances and Health	SPRING A 	Positive Mental Health	SPRING A 	Understanding my world and me	SPRING A 	Securing the best for me
CORE day 3	Birmingham Gallery Visit	CORE day 3	Enterprise Challenge	CORE day 3	First Aid Course	CORE day 3	University Visit	CORE day 3	Life Management Course (including Finance & Driving Theory Test)	CORE day 3	First Aid 2 year certificate	CORE day 3	Post 18 life preparation
SPRING B 	Puberty and Relationships	SPRING B 	Sex Safety and Body Image	SPRING B 	Leading with respect	SPRING B 	Healthy Relationships	SPRING B 	Discrimination	SPRING B 	Understanding my world and me	SPRING B 	Securing the best for me
SUMMER A 	Making good decisions	SUMMER A 	Problem Solving as a team	SUMMER A 	Remaining in the black	SUMMER A 	Forgiveness	SUMMER A 	Independent study	SUMMER A 	Making the right decisions	SUMMER A 	Independent study
SUMMER B 	My body, My choices	SUMMER B 	Growth Mindset and Resilience	SUMMER B 	Substances & Health	SUMMER B 	Self Protection	SUMMER B 	Independent study	SUMMER B 	Making the right decisions	SUMMER B 	Independent study
CORE day 4	Castles and Landscapes	CORE day 4	Charity Event	CORE day 4	Rural Life Experience	CORE day 4	2021+ Planning Day	CORE day 4	2021+ Planning Day	CORE day 4/5	Camping and volunteering day (residential) OFF SITE	CORE day 4/5	Camping and volunteering day (residential) OFF SITE
CORE day 5	Careers Day- What is a career?	CORE day 5	Visit Seaside	CORE day 5	Visit Local Area and Museum (Missed from Year 8 Program)	CORE day 5	London tour	CORE day 5	London tour				

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	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SWB6th	Extra Credits
Believe	Create	Resilience	Future	Accomplish	Complete	You can gain extra credits if you:
<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 2021/2022

Year	CORE Day 1 11/9	CORE Day 2 25/11	CORE Day 3 7/4	CORE Day 4 20.7	CORE Day 5 21.7	Graduation
7	Defining our community *	Performance Day	Visit Birmingham on the tram and Gallery Visit	Castles and Landscapes	Careers Day - What is a career?	<ul style="list-style-type: none"> ▪ Students CORE progress and achievement is tracked throughout the year. ▪ Students will graduate with Gold, Silver or Bronze awards ▪ Awards will be presented at a graduation assembly
8	Defining our community *	Visit Local Area and Museum	Enterprise Challenge	Charity Event	Visit Seaside	
9	Defining our community *	Option/Careers Day	First Aid Course	Rural Life Experience	Visit Local Area and Museum (Missed from Year 8 Program)	
10	Defining our community *	Wellbeing Day	University Visit	2021+ Planning Day	London tour	
11	Defining our community *	2021+ Future Planning Day	Life Management Course (including Finance & Driving Theory Test)			
12	Defining our community *	Personal Finance course 'Money Matters'	First Aid 3 year certificate	Camping and volunteering day (residential) OFF SITE		
13	Defining our community *	Preparing for Next Steps*	Post 18 life preparation			

CORE Theme					
Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our community

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 routines for learning (this includes sharing their learning journey).
- There is a flexible approach to how learning is demonstrated – students not expected to write everything down.
- Discussion via Learning Talk routines, is at the heart of the learning in C.O.R.E lessons – the aim is to make all students think and discuss
- Overtime all students should be able to articulate their CORE development/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 per half term).

Feedback, Assessment and Tracking:

- **Individual student folder.** Each student has a folder which stores :
 - Years CORE Road Map (on the front of folder)
 - 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.
- **Assessment Trackers:** In line with the academy feedback and assessment policy, students individual progression through CORE Curriculum is logged with their attitude to learning grade. During each ½ term teachers and asked to input at least 2 grades to the tracker
- 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 regularly to co plan/discuss the delivery of future lessons
- All staff will experience CPD on diversity throughout the academic year

Quality Assurance:

- Curriculum Learning Walks – DoY and AAP (Key Stage 3, 4 and 5) 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.

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
<p>Unit: Being the Best Version of OUR community Focus: Students understand the importance of community(wider community and academy community in shaping all aspects of our development and well-being</p> <p>1.What is a community? 2. Multiculturalism and it's importance 3. Equality and Equity 4. Better community communication 5. Getting to grips with our SWB community 6. Proud to be SWB 7. The road ahead- Growth and Reflection</p>	<p>Unit: The Facts about Family Focus: Students can reflect on both conventional and modern variations on the family unit</p> <p>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</p>	<p>Unit: Careers- Step Up Focus: To ensure all students have a clear idea about how their skills, interests and experiences can shape career choices</p> <p>1.Changes in my life: Barriers, opportunities and achievements 2. Identifying my support network- Key staff and influences 3.Kudos Session 4.Job roles, personal qualities and skills for life 5. Me, my learning style and my creativity 6. Changes to the world of work 7. Thinking ahead- Reviewing learning and target setting</p>
<p>Unit: Kindness Focus: Students understand the power of words for good and for harm and organise acts of kindness.</p> <p>1. What are acts of kindness? What are organised acts of kindness and what are the benefits of being involved 2. The difference between being nice and being kind & what does it look like? 3. The power of our words. 4. Pushing yourself to the limits 5. What are harmful actions? 6. A world without harm</p>	<p>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.</p> <p>1. Puberty 2. Conception and Reproduction 3. Personal relationships and Puberty 4. Unhealthy Relationships 5. Healthy Relationships 6. Recognising Risk and understanding your worth</p>	<p>Unit: My body; My choices Focus: Students understand the role they have in protecting and nurturing their bodies</p> <p>1. Adolescence :the changing teenage body beyond puberty 2. Personal Hygiene 3. Dental/Oral care 4. Physical Fitness and its benefits 5. Healthy Diet</p>

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our community
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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	<ul style="list-style-type: none"> * To define what is meant by 'community' To define what is meant by 'multiculturalism' * To identify what ensures community cohesion * To identify what barriers exist in our communities and why * To recap on British Values and their importance in communities * To know about the Equality Act * To understand what is meant by 'protected characteristics' *To explore the demographic profile of SWB Academy *To define what is meant by value and what we value about our academy community * To identify the strengths and areas for improvement in our community *To decide how we can actively nurture our academy community 	<ul style="list-style-type: none"> *Offering reasoned opinions *Building on the opinions of others *Offering a thoughtful counterargument * Using anecdotal evidence to support arguments *Leading on group discussions *Showing empathy *Developing emotional intelligence *Being able to reflect on personal choices *Academy community SWOT analysis *Prioritising community actions 	<ul style="list-style-type: none"> 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 i.e. 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> *To identify barriers in life and know how to recognise 'success' *To be able to identify all key staff across the academy who can support their career journey and their locations *To be familiar with Kudos software and how to use it to source career options *To know the difference between 'interpersonal' and 'intrapersonal' skills *To understand what is meant by 'life skills' and be able to quantify these *To identify my own learning style and assess my levels of creativity *To understand what is meant by 'labour force; and the changing world of work *To set meaningful smart targets for the academic year ahead 	<ul style="list-style-type: none"> *Developing paired and group discussion skills *Developing IT software skills (Kudos) *Research skills *Prioritisation *Self-Reflection *Target- Setting
B	<ul style="list-style-type: none"> *To define kindness and how it is demonstrated *To understand the impact kindness can have on an individual and communities *To define bullying and what it shows about kindness *To define the different types of bullying and the impact of negative comments *Understand the different levels of harm we can cause ourselves and others *To explore real life scenarios and explore the choices that are available (what would you do) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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-judgmental attitude Developing maturity To show and develop Independence and Resilience 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Year 8 Core Lesson Curriculum Overview – Create

Autumn Term	Spring Term	Summer Term
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Celebrating our differences	Thinking with a clear head	Committing to growth
<p>Unit: Being the Best Version of OUR community Focus: Students understand the importance of community(wider community and academy community in shaping all aspects of our development and well-being</p> <ol style="list-style-type: none"> 1. What is a community? 2. Multiculturalism and it's importance 3. Equality and Equity 4. Better community communication 5. Getting to grips with our SWB community 6. Proud to be SWB 7. The road ahead- Growth and Reflection 	<p>Unit: Careers- Step 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.</p> <ol style="list-style-type: none"> 1. Assumptions and beliefs 2. My Future Pathway 3. My Future Self 4. Career Stereotypes 5. Career- The Finance to Budget 6. Kudos session including action planning 	<p>Unit: problem Solving as a team Focus: Students learn how to appropriate and handle difference effectively within a team.</p> <ol 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
<p>Unit: Healthy Relationships and Healthy Boundaries Focus: Students will explore what is meant by healthy relationships including relationships with themselves as well as others.</p> <ol style="list-style-type: none"> 1. Self- Love and Self Esteem 2. Healthy Vs Unhealthy Relationships 3. Peer Pressure and Establishing boundaries 4. Consent and Coercion 5. Healthy Body Image 6. Keeping my relationships healthy 	<p>Unit: Sex, Safety and Body Image Focus:</p> <ol style="list-style-type: none"> 1. Pressure to have sex 2. Contraception A to Z 3. STIs and Myth Busting 4. Sexting and Revenge Porn 5. Body Image 6. Body Shaming 	<p>Unit: Growth Mindset and Resilience Focus: Students approach problems and challenges in a methodical and open-minded way.</p> <ol 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	Our Community
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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
<p>A</p> <ul style="list-style-type: none"> * To define what is meant by 'community' To define what is meant by 'multiculturalism' * To identify what ensures community cohesion * To identify what barriers exist in our communities and why * To recap on British Values and their importance in communities * To know about the Equality Act * To understand what is meant by 'protected characteristics' *To explore the demographic profile of SWB Academy *To define what is meant by value and what we value about our academy community * To identify the strengths and areas for improvement in our community *To decide how we can actively nurture our academy community 	<ul style="list-style-type: none"> *Offering reasoned opinions *Building on the opinions of others *Offering a thoughtful counterargument * Using anecdotal evidence to support arguments *Leading on group discussions *Showing empathy *Developing emotional intelligence *Being able to reflect on personal choices *Academy community SWOT analysis *Prioritising community actions 	<ul style="list-style-type: none"> • To 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"> • To be able to navigate and update Kudos programme • To budget based on outgoings/incomings • To identify ways which may help them stand out from the crowds and get ahead of the competition. • Be able to support others in how to discover their career path based on their interests. • Create a detailed personal career action plan for the next 3 years in education. • Create a post education career plan 	<ul style="list-style-type: none"> • To understand the power of a team • To define the different roles within successful teams • To explore successful teams though history and examine why they were successful • To identify the traits of team players vs individual players • To explore the traits and profiles of successful leaders • To plan a charity event to be implemented in the Summer B term • To create teams to support this charity drive • To create an action plan 	<ul style="list-style-type: none"> • Decision making • Sharing and articulating views and opinions • Offering reasoned counterarguments • Action planning • Problem solving • Prioritising actions • Skills analysis
<p>B</p> <ul style="list-style-type: none"> • Define what is meant by self-esteem • To define what is meant by self-love and how this is a healthy concept, not an arrogant one. • To identify our own barriers to developing positive relationships • To identify the characteristics of a healthy relationships • To identify the characteristics of unhealthy relationships • To understand what is meant by consent • To recognise coercive behaviours and how they present themselves 	<ul style="list-style-type: none"> • To be able to explain and articulate terms like 'consent' and 'coercion' • To be confidently articulate personal boundaries and say 'no' in a variety of unhealthy situations • To identify negative and positive traits in given scenarios linked to relationships 	<ul style="list-style-type: none"> • Identify how peer pressure can be associated with sexual activity. • 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 discuss 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
<p>Unit: Being the Best Version of OUR community Focus: Students understand the importance of community(wider community and academy community in shaping all aspects of our development and well-being</p> <ol style="list-style-type: none"> 1. What is a community? 2. Multiculturalism and it's importance 3. Equality and Equity 4. Better community communication 5. Getting to grips with our SWB community 6. Proud to be SWB 7. The road ahead- Growth and Reflection 	<p>Unit: Respectful and Safe digital Communication Focus: Students use appropriate language in all settings, specifically online.</p> <ol style="list-style-type: none"> 1. Negative online behaviours and the impact of viewing harmful content 2. Trolling and the Law 3. Explicit images and the law: Images of children 4. Explicit images and the law: Grooming and revenge porn 5. Pornography 6. Gambling 	<p>Unit: Remaining in the black Focus: Students understand about personal finance and the need to manage budgets to remain solvent</p> <ol style="list-style-type: none"> 1. Money: Value and worth 2. Debt 3. My personal finance 4. Taxes and Financing the country 5. Budgeting 6. Budgeting part 2
<p>Unit: Careers- Step Ahead Focus: Students reflect on their personal strengths and interests; using this knowledge to make informed option choices.</p> <ol style="list-style-type: none"> 1. Finding the right career for you 2. Skill Set Vs Job role- Is this for me? 3: Kudos Session 4. Learning Styles for Enterprise 5. Jobs across the ages- time change determines need 6. Startiung the GCSE Option process 7. Refining my GCSE options 	<p>Unit: Leading with respect Focus: Students understand the importance of resilience, motivation and respect for others.</p> <ol style="list-style-type: none"> 1. Leadership: Managing & leadership – difference 2. Leadership: Motivation ship leadership 3. Leadership: Motivating myself 4. Them and us: What is respect 5. Them and us: Is my language respectful? 6. Them and us: The impact of being offended- breaking down language 	<p>Unit: Substances & Health Focus: Students understand the impact of actions and can make positive life choices.</p> <ol style="list-style-type: none"> 1. Cigarettes and Alcohol- Accepted drugs 2. Drugs awareness: The law on Cannabis 3. Gateway Drugs 4. Negative Effects and Addiction 5. Cancer Prevention & Personal Screening 6. County Lines

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
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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"> * To define what is meant by 'community' To define what is meant by 'multiculturalism' * To identify what ensures community cohesion * To identify what barriers exist in our communities and why * To recap on British Values and their importance in communities * To know about the Equality Act * To understand what is meant by 'protected characteristics' *To explore the demographic profile of SWB Academy *To define what is meant by value and what we value about our academy community * To identify the strengths and areas for improvement in our community *To decide how we can actively nurture our academy community 	<ul style="list-style-type: none"> *Offering reasoned opinions *Building on the opinions of others *Offering a thoughtful counterargument * Using anecdotal evidence to support arguments *Leading on group discussions *Showing empathy *Developing emotional intelligence *Being able to reflect on personal choices *Academy community SWOT analysis *Prioritising community actions 	<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"> *To define what is meant by personal finance and money management *To understand key terms and phrases linked to personal finance *To know what is meant by 'debt' and how debt is gained *To explore the real impact of debt *To understand 'tax' and its need to run the country *To understand the difference between income and expenditure *To identify what constitutes 'typical' monthly bills * To budget using projected incomes and expenditures 	<ul style="list-style-type: none"> *Use of excel software *Maths skills related to finance (percentage) *Decision Making (prioritising budget) * Problem solving – addressing need based on financial restrictions *Budgeting *Financial Planning
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. *know the difference between hard and soft skills 	<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

Autumn Term - Owing my journey	Spring Term - Owing my actions	Summer Term - Owing my decisions
<p>Unit: Being the Best Version of OUR community Focus: Students understand the importance of community(wider community and academy community in shaping all aspects of our development and well-being</p> <ol style="list-style-type: none"> 1.What is a community? 2. Multiculturalism and its importance 3. Equality and Equity 4. Better community communication 5. Getting to grips with our SWB community 6. Proud to be SWB 7. The road ahead- Growth and Reflection 	<p>Unit: Substances and Health Focus: Students understand the impact of actions and can make positive life choices.</p> <ol style="list-style-type: none"> 1. Class A drugs and the law 2. Safety and substances 3. Addiction and Crime 4. Beyond Health -Poor Diet- The Health Costs 5. Disease prevention 6. Personal Screening 	<p>Unit: Forgiveness Focus: Students understand the need for and power of forgiveness</p> <ol style="list-style-type: none"> 1. What does it mean to forgive? 2. What can we learn from the example of Gee Walker? 3. Is it strong or weak to forgive? 4. Who does forgiveness help most – the victim or the criminal? 5. What can happen if we decide not to forgive? 6. How can I apply forgiveness to my future?
<p>Unit: Career – Step Forward Focus: Students prepare for the world of work with work's experience covering CVS, covering letters and the skills required and desirable by employees</p> <ol style="list-style-type: none"> 1. How employable are you? 2. Work's Experience Launch 3. The working world and the implications for career choices 4. Personal Sales Pitch 5. Cvs and their importance 6. Kudos Session 7. Thinking ahead 	<p>Unit: Healthy Relationship Focus: Students can make informed decisions about their relationships and actions.</p> <ol style="list-style-type: none"> 1. What is Love? 2. Sexuality 3. Consent vs Coercion 4. First Sex and notions of intimacy 5. Contraception vs pregnancy 6. Healthy and Abusive Relationships including rape 	<p>Unit: Self Protection Focus: Students can identify and act when others and themselves are at risk and can demonstrate self-regulation.</p> <ol style="list-style-type: none"> 7. Harm Online- Digital Footprint and Social Media- Employment 8. Physical Harm and self-protection 9. Psychological Harm 10. Mental Health 11. Mental Toughness 12. Recharge and Recoup- The importance of rest and sleep

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
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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
<p>A</p> <ul style="list-style-type: none"> * To define what is meant by 'community' To define what is meant by 'multiculturalism' * To identify what ensures community cohesion * To identify what barriers exist in our communities and why * To recap on British Values and their importance in communities * To know about the Equality Act * To understand what is meant by 'protected characteristics' *To explore the demographic profile of SWB Academy *To define what is meant by value and what we value about our academy community * To identify the strengths and areas for improvement in our community *To decide how we can actively nurture our academy community 	<ul style="list-style-type: none"> *Offering reasoned opinions *Building on the opinions of others *Offering a thoughtful counterargument * Using anecdotal evidence to support arguments *Leading on group discussions *Showing empathy *Developing emotional intelligence *Being able to reflect on personal choices *Academy community SWOT analysis *Prioritising community actions 	<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.
<p>B</p> <ul style="list-style-type: none"> *To self- assess personal skill-set and how this has changed so far *To understand the requirements of Work's Experience 2021-2022 including how to source employment and deadlines *To explore post covid changes to work force and the implications on the labour market * To identify traits of employable people (as evidenced in interview) *To explore how to 'sell yourself' in terms of employment and employability * Identify what makes and good and bad CV. 	<ul style="list-style-type: none"> *Completion of skills audit *Set targets for WEX deadlines *To practice individual presentations *Labour Market research * Word programme use * CV Development 	<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 	<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 phycological 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

Year 11 Core Lesson Curriculum Overview – Accomplish

Autumn Term – Breaking down the journey	Spring Term – Charting the course	Summer Term – Finishing with pride
<p>Unit: Organised Resilience Focus: Students understand the importance of resilience and organisation to their studies.</p> <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 	<p>Unit: Positive Mental Health Focus: Students understand how to maintain positive mental health.</p> <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 	<p>This term remains clear for target subject intervention and independent study- all designed to help students maximise success</p>
<p>Unit: Careers: Step into the Future Focus: Students understand the importance of employability to securing meaningful careers, and are aware of the job market and the process for securing meaningful employment</p> <ol style="list-style-type: none"> 1. I'm at the centre of my career 2. Skillset Vs Qualifications 3. The changing job market 4. Kudos Session 5. Applying for jobs and covering letters 6. The Interview Part One 7. The interview Part Tw 	<p>Unit: Discrimination Focus: Students develop a sense of pride and confidence to overcome setbacks.</p> <ol style="list-style-type: none"> 1. How do people show prejudice and discrimination? 2. What would we consider to be religious discrimination? 3. Why are some people Islamophobic? 4. How have some believers shown resilience against religious discrimination? 5. What do religious believers teach about discrimination? 6. When might we need to be resilient in our own beliefs? 	

**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 	<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 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 <p>To understand the science of mental health and the power of the endorphin</p>	<ul style="list-style-type: none"> Completion of an '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
B	<ul style="list-style-type: none"> To understand their own personal skills and qualities To know the difference between hard and soft skills To identify any skills deficit and how that can be addressed To identify a career support specific network To understand the different qualifications available post 16 To be familiar with what is meant by the 'labour market' and the factors that make this changeable To know how to both search and apply for a job. To know who to write comprehensive CVs and supporting covering letters To practically apply interview techniques 	<ul style="list-style-type: none"> Self Reflection to ascertain skills deficit Application of word to edit previous CV and complete covering letter Completion of careers SWOT analysis Internet search engine use: Kudos, Gov.org Individual presentation skills Responding to questions (as part of the interview process) Asking meaningful and targeted questions (as part of the interview process) 	<p>*</p> <ul style="list-style-type: none"> To know the difference between prejudice and discrimination, and examples of discrimination. To recall some basic details of 4 legal case studies (Nadia Eweida, Lillian Ladele, Shirley Chaplin and Gary McFarlane), for example the reason they believed they faced religious discrimination, and the outcome of the cases. To know what is meant by Islamophobia and to give reasons why people may be Islamophobic, and how this may be shown To know why the turban is such an important part of Sikh identity, in order to explain why the case studies could be considered religious discrimination To have a basic understanding of what some religions teach about religious (or general) discrimination. 	<ul style="list-style-type: none"> *Group discussions *Responding to questions relating to religion *Articulate personal opinions *Building on the views of others *Showing empathy * To cite historical instances of religious persecution

Year 12 Core Lesson Curriculum Overview – Complete

Autumn Term	Spring Term	Summer Term
<p>Unit: Being the best I can be Focus: Students are guided to think beyond their current setting and identify their next career steps</p> <p style="text-align: center; color: #27ae60;">Preparing for successful Work experience</p> <ol style="list-style-type: none"> 1. What, when, how? 2. What do I need to do and where can I look for guidance? 3. Making the best first impression – CV / Covering letter 4. Phone calls / emails / drop ins / Interviews 5. Research best options for me <p style="color: #e67e22;">CORE EXTRA</p> <ol style="list-style-type: none"> a. Driving assembly from Police / VR Driving workshop fire brigade b. Theory test time <p>Review our journey and complete trackers</p>	<p>Unit: Understanding my world and me Focus: Students understand how they can prepare themselves both physically and mentally to work efficiently.</p> <ol style="list-style-type: none"> 1. Health for life 2. Infant mortality – (school nurse talk) 3. Physical health and wellbeing and success in life 4. Self awareness 1 5. Self awareness 2 incl Mindfulness (SST) 6. Nutrition <p style="color: #27ae60;">CORE EXTRA</p> <ol style="list-style-type: none"> a. UCAS fayre / Skills show <p>Review our journey and complete trackers</p>	<p>Unit: Making the right decisions Focus: Students understand how to overcome challenges to make the right decision</p> <ol style="list-style-type: none"> 1. Healthy relationships 2. Growth mindset 3. Setbacks (Mental Toughness) 4. Conflict 5. Decision making <p style="color: #27ae60;">CORE EXTRA</p> <ol style="list-style-type: none"> a. Open days b. Trip to a University <p>Review our journey and complete trackers</p>
<p>Unit: Being the best I can be Focus: Students develop confidence and strategies when speaking to different audiences and purposes.</p> <ol style="list-style-type: none"> 1. What is public speaking? 2. What are my strengths and weaknesses and what do I need to do to improve? 3. Strategies and cheats 4. Planning our project 1 5. Planning our project 2 6. Practising our project 3 <p style="color: #e67e22;">CORE EXTRA</p> <ol style="list-style-type: none"> a. Work experience week (1st Week) b. Skills Show <p>Review our journey and complete trackers</p>	<p>Unit: Understanding my world and me Focus: Students understand how to maintain positive mental health.</p> <ol style="list-style-type: none"> 1. Life vision - where are you going and what can you change? 2. Personal growth and change 3. Self-care and self-image and pride 4. Emotional intelligence 5. Contraception Talk from school nurse <p style="color: #e67e22;">CORE EXTRA</p> <ol style="list-style-type: none"> a. Staffs Uni Tour bus <p>Review our journey and complete trackers</p>	<p>Unit: Making the right decisions Focus: Students can make meaningful plans for their future, managing and personalising the steps towards their goals.</p> <ol style="list-style-type: none"> 1. How to maximise open days talk – Newman University visiting speaker 2. Revision skills and techniques 3. Revision skills and techniques 2 <p style="color: #e67e22;">CORE EXTRA</p> <ol style="list-style-type: none"> a. Completing Work Experience (2nd Week) b. Careers week: series of workshops, visits, talks and experiences to prepare them for the next steps. <p>Review our journey and complete trackers</p>

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
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**Year 12 - Complete
Essential Knowledge and Skills development throughout the year**

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 Developing 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
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>CORE EXTRA: a.Masterclasses and Open days b.Interview preparation Review our journey and complete trackers</p>	<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>Review our journey and complete trackers</p>	<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>CORE EXTRA: a.University Talk – surviving at University Top Tips Review our journey and complete trackers</p>
<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"> 1-4 Personal statement preparation & Ucas/ apprenticeship research 5 Revision skills 6-7 Mocks <p>Review our journey and complete trackers</p>	<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 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>Review our journey and complete trackers</p>	

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

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
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

Part 3 - Personal Tutor Programme - Yr7-11

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"> Individual personal tutor reward and consequence update Academy Updates linked to Fire Drills and Lockdown procedures. Spotlight on Safeguarding Spotlight on Community Spotlight on Medical Updates Spotlight on careers Student Leadership Council Anti- Bullying charter and FAB agenda E- Safety Road- Safety Functionality: <ul style="list-style-type: none"> One Note Office 365 I SWBTV Updates Embedding knowledge organisers 	Key stage 3 Read Aloud Initiative Year 7 The Diary of Anne Frank Year 8 Mythos Year 9 A Short History of Nearly Everything Key stage 4 ** All sessions have questions linked to the academy values of Character, Organisation, Resilience and Excellence and use reading as a tool to develop oracy <ul style="list-style-type: none"> Promoting diversity and tolerance including the celebration of a range of religious festivals. Challenging stereotypes and bias Exploring political movement and development Debating global injustice Exploring social developments Reflecting on key historical events Awareness of key celebrations: Black History Month, International Women's Day etc 				
	Autumn A: Values and Vision *Who am I? *Our differences make us unique * What's my worth? *Validation and value * My place in the world *Being heard	<ul style="list-style-type: none"> Autumn B: Grit and Growth The Human Brain Principles/traits of Growth Mind set Breaking down barriers Attitude over aptitude Building Resilience Failure and motivation The Power of Grit 				Read Aloud Initiative Year 7 The Diary of Anne Frank Year 8 Mythos Year 9 A Short History of Nearly Everything Kear 10 and 11 Reading focus on an anthology collection of short stories dedicated to promoting and celebrating diversity. Literary Calendar Focus dedicated reading in celebration of: <ul style="list-style-type: none"> Internation Literacy Day 8th September 2021 European Day of Languages 26th September 2022 National Poetry Day 3rd October 20 World Book Day 3rd March 2022 World Poetry Day 21st March 2022 Shakespeare Day 23rd April 2022 		
	Global Community: Citizenship and Challenge							
	Spring A: Global Barriers <ul style="list-style-type: none"> Peer on Peer abuse Hate Crime LGBTQ awareness Preventing Radicalisation Prevent Consent and Harmful Sexual Behaviours 	Spring B: British Values <ul style="list-style-type: none"> Democracy The Rule of Law Mutual Respect Tolerance of Different Faiths Individual Liberty 						
	Prevention and Cure: Eliminating Hazards							
Summer A: Responsible Citizenship and themes for unification <ul style="list-style-type: none"> Social Cohesion Anti-social behaviour Charity and community Community responsibility Accepting of Differences 	Summer B: Change and Reflection <ul style="list-style-type: none"> Banishing excuses Life's WWW and EBI Choices and chances What'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- argument. Sensitivity and Empathy Self-Regulation of opinion
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Expected impact:	<ul style="list-style-type: none"> An understanding of the skills needed to thrive in a competitive world. An understanding of the factors that impact our emotional and physical well- being and the ways we can show self-care. An understanding of our role in our local communities and as a global citizen in embracing diversity An ability to articulately voice opinions about the world students are part of, developing educated and informed opinions. An understanding of the importance of identifying and combatting discrimination and intolerance in our local and global communities An understanding of what healthy relationships look like from the relationships we have with ourselves and with each other.
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Personal Tutor Programme - 6th Form

SWB 6TH 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.

YEAR 12

	MON	TUES HT1-2	TUES HT3-6	WEDS	THURS HT 1,2,5,6	FRI HT 1,2,5,6
	Assembly	Welcome back/ Transition for <u>yr 11</u> to <u>yr 12</u>	Tracking Tuesday	Character Programme Year 1	Media and debating	Completing our portfolio / Oracy focus
Implementation	Whole school rota followed with KSS focus	<ul style="list-style-type: none"> Routines for learning 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>Portfolio:</p> <ul style="list-style-type: none"> Students 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 Students understand and can identify the cognitive elements of oracy Students understand and can identify the social and emotional elements of oracy
		<p>Buddy focus: - TBC for terms 3-4 likely to be Thursdays & Fridays</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 Students mentor younger students Students are able to be a positive role model for younger students Students build their personal confidence Students help support academic support performance e.g. reading mentors, Maths / English support 				

YEAR 13:						
	MON	TUE HT1	TUES HT2-5	WEDS	THURS	FRI
	Assembly	Welcome back	Tracking Tuesday	Character Programme Yr 2 (start with missed crucial areas from year 1)	Media and debating	The Edge / Next steps
	Whole school rota followed with KSS focus	Settling back in, settling personal targets, reviewing performance so far, celebrating differences	<p>Students are able to identify strengths and weaknesses</p> <p>Students are guided through marginal gains approach</p> <p>Tutor tracks and provides support</p> <p>Students taken through the DTT model and encouraged to use it this across their subjects</p>	<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> – self awareness, 1 • self awareness, 2 • <u>Resilience</u> – resiliently flexible • Zooming in and out • <u>Well-being</u> - Revisit self care and mindfulness 	<p>Students are made aware of a variety of source materials and media</p> <p>Students are taught to look at bias</p> <p>Students are able to identify key arguments</p> <p>Students conclude main points summarise</p> <p>Students can articulate <u>their</u> thoughts and opinions on real world topics</p> <p>Students are exposed to current topics</p> <p>Students learn to have an opinion</p> <p>Students are able to argue a point cohesively</p>	<ul style="list-style-type: none"> • Logging achievements • 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 					

Part 4 – Subject CORE Development/Cultural Capital

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.

<p style="text-align: center;">Art</p>	<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).
<p style="text-align: center;">Business, ICT and Law</p>	<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)
<p style="text-align: center;">English</p>	<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.

<p style="text-align: center;">Geography</p>	<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.
<p style="text-align: center;">Health</p>	<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
<p style="text-align: center;">History</p>	<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.
<p style="text-align: center;">DT</p>	<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 Enrichment Calendar

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 bystanders to report bullying and how and where to get help.	Year 7 Autumn 2 CL- Kindness Year 9 Summer 1 – Discrimination Year 9 Spring 1 - Safe digital Communication Tutor Program: Anti Bullying week plus anti bullying assemblies.	IT Yr 7 & 8 Curriculum (Esafety & Cyberbullying)
	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 (Consent) 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
	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	Yr8 Autumn Term CyberCrime & Security
	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	Yr 11 Spring Term – Responsible use of IT & Legal and ethical use
	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.
	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	Key Stage 4 PE Curriculum – develops know of characteristics of healthy lifestyle and how plan and lead a healthy lifestyles. 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

CORE Development Plan	
Intend Results	Activities to achieve intended results
<p>Impact (Vision)</p> <p>All SWB students are respectful responsible learners who experience a first-class education that gives them the advantage.</p>	<ul style="list-style-type: none"> ▪ Ensure the LTP is appropriate for the students needs now: <ul style="list-style-type: none"> ○ Review LTP and incorporate Our Community (Diversity) focuses into the plan – this includes: <ul style="list-style-type: none"> i. Lessons & Days ii. PT time & Assemblies iii. CORE/Cultural/Community calendar iv. Enrichment opportunities ○ 21/22 version LTP produced ▪ Ensure staff have the skills to plan and deliver CORE program <ul style="list-style-type: none"> ○ AAP Curriculum work with 1 DoY to QA MTP and strengthen. Producing model MTP and resources – creating a guidance sheet to create CORE plans and resources ○ Each DoY linked to a member of L&T to strengthen Autumn 1 and Safeguarding units ○ Build CPD/co-planning time into Tuesday night CPD program ○ DoY work with relevant departments/staff to devise units and CORE day Plans ○ Termly QA of implementation of CORE curriculum ▪ Ensure all students understand and benefit from the CORE curriculum (LGO/DHU/JBY) <ul style="list-style-type: none"> ○ Sept 2021 relaunch with each year (staff & students) being shown their years journey from the start ○ Define how student work will be collated ○ ½ termly student review lessons – what are my strengths/what do I need to focus on? Collate work in CORE journal ○ Tracking CORE development & engagement in enrichment opportunities ○ CORE Awards – on going throughout the year but resulting in graduation. ○ Celebration of CORE achievements across social media and academy digital signs
<p>Outcomes</p> <p>Students are equipped with CORE values, thus they are resilient lifelong learners equipped with ambition ad aspirations to lead happy and successful lives.</p> <p>Staff drive the development of CORE values through the timetabled and enrichment curriculum.</p> <p>Parents are able to understand their child's non-academic skill set and support their development</p>	
<p>Outputs</p> <p>Students experience a spiral CORE education that is shaped around personal development needs of age, contextual factors & real life events.</p> <p>Staff adjust & develop their knowledge to ensure that can support the CORE development of our students.</p> <p>Parents have an understanding of the key areas being taught each term.</p>	

Organisation of Responsibilities and Staffing

SLT Strategic Leads	<p>BBA</p> <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. <p>DHU</p> <ul style="list-style-type: none"> • Ensure curriculum meets the RSE guidelines and the current needs of students at SWB. This includes adapting the CORE curriculum offer when required • Provide CPD and support where knowledge enhancements required • Produce a system to track the progress of students through the CORE program <p>JBY</p> <ul style="list-style-type: none"> • Ensure KS5 Programme is planned effectively, taking on board cohort needs and new developments • Ensure Students understand the KS5 CORE offer and any gaps which they need to address • QA the quality of the KS5 programmes – including schemes of learning, teaching and student voice. • Liaise with staff delivering and experts in the academy e.g. CEAIG Lead • Organise Graduation for KS5
DoY Line Managers LGO/DHU	<ul style="list-style-type: none"> • Oversee the planning for both timetabled lessons and Futures Programme/CORE Days – ensuring Directors of Year meet deadlines (Produce a timeline of actions for Directors) • QA the quality of the programmes – including schemes of learning, teaching and student voice. • Ensure Directors receive appropriate CPD. • Monitor the student progress of both programs
Directors of Year	<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 • Be available to support teachers in planning the deliver of sessions. • Work with fellow staff across the academy to organise 5 drop down days. • Track the progress of students through the curriculum – including termly reviews
JJN/JCR	<ul style="list-style-type: none"> • Ensure appropriate resources and support are provided for the careers elements of the timetabled lessons. • Provide support during planning of career lessons. • Organise external visitors to enhance the careers sessions – especially
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 Timeline

Month	Action Description	Lead
Sept	<ul style="list-style-type: none"> o CPD Training for all staff o Student Tracking document o Ensure all teachers have curriculum planning and resources – 6 o Tracking sheet launch with CORE staff – 24th 	DHU DHU/BBA DOY DOY
Oct	<ul style="list-style-type: none"> o Autumn 2 planning completed for QA by LGO/DHU – 12th o CORE Day 2 plan to SLT (on normal overview format) – 18th o Autumn 2 MTP and Lesson resources to staff – 20th 	DOY DOY DOY
Nov	<ul style="list-style-type: none"> o Complete all CORE Day 2 planning and upload to the portal – 12th Nov o Lead CORE Day 2 training o Evaluate CORE Day 2 	DOY DOY DOY
Dec	<ul style="list-style-type: none"> o Spring 1 planning completed for QA by LGO/DHU –6th Dec o Spring 1 planning to staff 14th Dec 	DOY DOY DOY
Jan	<ul style="list-style-type: none"> o Review CORE program (including overview of student progress, staff voice, staff voice) 14th o Spring 2 planning completed for QA by LGO/DHU –21st 	DOY & BBA DOY
Feb	<ul style="list-style-type: none"> o Spring 1 planning to staff o CORE Day 3 plan to SLT(on normal overview format) – 28th 	DOY DOY
Mar	<ul style="list-style-type: none"> o Summer 1 planning completed for QA by LGO/DHU – 7th o Complete all CORE Day 3 planning and upload to the portal – 21st o Lead CORE Day 3 training – 29th 	DOY DOY DOY
April	<ul style="list-style-type: none"> o Summer 1 planning to staff 4th April o Evaluate CORE Day 3 o Review CORE program (including overview of student progress, staff voice, staff voice). o Giving ideas for graduation and end of the year 29th o Summer 2 timeline produced March 22 reflecting the needs of students and 22-23 ADP 	DOY DOY DOY & BBA ALL DHU/JBY/LGO