



# C.O.R.E. Curriculum

CHARACTER – ORGANISATION - RESILIENCE – EXCELLENCE

## 2024– 2025

(Ongoing reviewed and edited to reflect contextual data and safeguarding)

## C.O.R.E Curriculum Overview 2024-2025 Intent statement

At South Wolverhampton and Bilston Academy we believe academic success and progress is incredibly important, but we don't think it is everything. We want our students to leave education feeling confident not only in terms of curriculum knowledge, but also in respect of the personal skills and qualities they develop. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world around them, understanding of essential life skills and what it means to develop a strong character with a strong moral compass. The C.O.R.E Curriculum is built around our 4 fundamental values of **Character, Organisation, Resilience and Excellence**.

**The CORE curriculum is organised and delivered in 5 explicit 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 with external providers and speakers
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 – a daily 20 minute programme, delivered by a personal tutor who delivers a context driven programme rooted in personal development which also creates the climate of the day
4. Subject Links – when and where appropriate students develop their CORE within normal timetabled lessons with cross curricular links mapped out
5. Enrichment – all students will have access to a broad and varied enrichment calendar of after school opportunities.

Each year, students will study a progressive programme\*, which is, builds on previous experiences. Students CORE achievements are logged onto a live markbook, recognising ATLs with 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"> <li>• Starting as we mean to go on</li> <li>• Expressing myself</li> <li>• Making good decisions</li> </ul>	10	Future	<ul style="list-style-type: none"> <li>• Owning my journey</li> <li>• Owning my actions</li> <li>• Owning my decisions</li> </ul>	12	Complete	<ul style="list-style-type: none"> <li>• Being the best I can be</li> <li>• Understanding my world and me</li> <li>• Making the right decisions</li> </ul>
8	Create	<ul style="list-style-type: none"> <li>• Celebrating difference</li> <li>• Thinking with a clear head</li> <li>• Committing to growth</li> </ul>	11	Accomplish	<ul style="list-style-type: none"> <li>• Breaking down the journey</li> <li>• Charting the course</li> <li>• Finishing with pride</li> </ul>	13		<ul style="list-style-type: none"> <li>• Refining the details for success</li> <li>• Securing the best for me</li> </ul>
9	Resilience	<ul style="list-style-type: none"> <li>• Finding my voice</li> <li>• Adapting my Voice</li> <li>• Positive Choice</li> </ul>						

#### 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 developed independence, resilience and a mental strength and strength of character 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. Amends, is required, will be delivered following the 2024 RSE consultation \*\*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 and KS5)



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

# CORE Future Days 2024/2025

Year	CORE Day 1 13.09	CORE Day 2 19.11	CORE Day 3 21.3	CORE Day 4 16.7	CORE Day 5 17.7	Graduation
7	The Power of 'We'	Bilston Brings on Christmas 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"> <li>Students CORE progress and achievement is tracked throughout the year.</li> <li>Students will graduate with Gold, Silver or Bronze awards</li> <li>Awards will be presented at a graduation assembly</li> </ul>
8	The Power of 'We'	Charity in Mind Youth Action Project	Career Day	Personal Safety and Well-Being	Visit Seaside	
9	The Power of 'We'	Option/Careers Day	First Aid Course	Rural Life Experience	Army Training Day	
10	The Power of 'We'	University Visit	London tour	Employability**	Wellbeing Day	
11	The Power of 'We'	Life Management Course (including Finance & Driving Theory Test)	2021+ Future Planning Day			
12	The Power of 'We'	First Aid 3 year certificate	Community at our CORE	University visit / Public Speaking workshop		
13	The Power of 'We'	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

## 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><b>Unit: Being the Best Version of OUR community</b> <b>Focus:</b> 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"> <li>1. What is a community?</li> <li>2. Multiculturalism and its importance</li> <li>3. Equality and Equity</li> <li>4. Better community communication</li> <li>5. Getting to grips with our SWB community</li> <li>6. Proud to be SWB</li> <li>7. The road ahead- Growth and Reflection</li> </ol>	<p><b>Unit: The Facts about Family</b> <b>Focus:</b> Students can reflect on both conventional and modern variations on the family unit</p> <ol style="list-style-type: none"> <li>1. Family relationships and their contribution to happiness</li> <li>2. Marriage: From the legal to the loving</li> <li>3. Other meaningful relationships</li> <li>4. The traits of positive family relationships</li> <li>5. Responsible parenting</li> <li>6. When families go wrong and help is needed- conflict resolution</li> </ol>	<p><b>Unit: Careers</b> <b>Focus:</b> To ensure all students have a clear idea about how their skills, interests and experiences can shape career choices</p> <ol style="list-style-type: none"> <li>1. Who am I- My Identity: Values, attributes, and beliefs</li> <li>2. My Future and My Journey: considering where I want to be</li> <li>3. Challenges and Rewards: Exploring careers</li> <li>4. My interest and Careers Library: Aligning my interests with career opportunities</li> </ol>
<p><b>Unit: Kindness</b> <b>Focus:</b> Students understand the power of words for good and for harm and organise acts of kindness.</p> <ol style="list-style-type: none"> <li>1. What are acts of kindness? What are organised acts of kindness and what are the benefits of being involved</li> <li>2. The difference between being nice and being kind &amp; what does it look like?</li> <li>3. The power of our words.</li> <li>4. Pushing yourself to the limits</li> <li>5. What are harmful actions?</li> <li>6. A world without harm</li> </ol>	<p><b>Unit: The facts about Puberty and Relationships</b> <b>Focus:</b> Students can reflect on what makes a healthy relationship and how they communicate especially with those not like them.</p> <ol style="list-style-type: none"> <li>1. An Introduction to Puberty</li> <li>2. Male puberty</li> <li>3. Female Puberty incl the menstrual cycle</li> <li>4. Hygiene during puberty and beyond</li> <li>5. Our emotional development during puberty</li> <li>6. Changing relationships</li> <li>7. Healthy Vs Unhealthy relationships</li> </ol>	<p><b>Unit: My body; My choices</b> <b>Focus:</b> Students understand the role they have in protecting and nurturing their bodies</p> <ol style="list-style-type: none"> <li>1. Adolescence :the changing teenage body beyond puberty</li> <li>2. Personal Hygiene</li> <li>3. Dental/Oral care</li> <li>4. Physical Fitness and its benefits</li> <li>5. Healthy Diet</li> </ol>

### CORE Theme

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

**Year 8 Core Lesson Curriculum Overview – Create**

<p><b>Autumn Term</b> <b>Celebrating our differences</b></p>	<p><b>Spring Term</b> <b>Thinking with a clear head</b></p>	<p><b>Summer Term</b> <b>Committing to growth</b></p>
<p><b>Unit: Safety in the real world</b> <b>Focus:</b> Students will explore what it means to be physically safe both in their local context and wider community looking at threats to well-being</p> <ol style="list-style-type: none"> <li>Being Safe in the community</li> <li>Knife Crime and Safety inc Bleed kits</li> <li>Dugs and street life</li> <li>Grooming</li> <li>County Lines: Part One</li> <li>County Lines: Part Two</li> <li>Gangs and Gang avoidance</li> </ol>	<p><b>Unit: Careers-</b> <b>Focus:</b> 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"> <li>My challenges – identifying barriers and recognising success</li> <li>My future – Opportunities available to me (X2)</li> <li>My future – Opportunities available to me</li> <li>My relationships – The importance of working together</li> <li>My community – How society impacts on careers</li> <li>My responsibilities – Stereotypes / Discrimination</li> <li>My future employer – How employers recruit</li> <li>My journey ahead – Where I am and where I’m going</li> </ol>	<p><b>Unit: problem Principles of Politics</b> <b>Focus:</b> Students learn about the workings of UK governments on a base level</p> <ol style="list-style-type: none"> <li>Democracy Vs Dictatorship: Whats the difference</li> <li>Levels of UK government: Who is accountable for what?</li> <li>The Role of the MP: Representation and moral compass</li> <li>General Elections: The Process and the outcome- May 2024</li> </ol>
<p><b>Unit: Healthy Relationships and Healthy Boundaries</b> <b>Focus:</b> Students will explore what is meant by healthy relationships including relationships with themselves as well as others.</p> <ol style="list-style-type: none"> <li>Self- Love and Self Esteem</li> <li>Healthy Vs Unhealthy Relationships</li> <li>Peer Pressure and Establishing boundaries</li> <li>Consent and Coercion</li> <li>Healthy Body Image</li> <li>Keeping my relationships healthy</li> </ol>	<p><b>Unit: Sex, Safety and Body Image</b> <b>Focus:</b> Students explore the relationships outside of the family and friendships and explore the need for safety in relationships that go beyond the platonic</p> <ol style="list-style-type: none"> <li>The effects of puberty</li> <li>Pressure to have sex and legality around sex</li> <li>Contraception A to Z</li> <li>STIs and Myth Busting</li> <li>Sexting and digital footprint</li> <li>Body Image</li> <li>Body Shaming</li> </ol>	<p><b>Unit: Financial Foundlings</b> <b>Focus:</b> Students approach problems and challenges in a methodical and open-minded way.</p> <ol style="list-style-type: none"> <li>Money: Worth and Value</li> <li>Personal Finance</li> <li>Income and Tax</li> <li>Budgeting</li> <li>National Insurance</li> <li>Want vs Need</li> </ol>

**CORE Theme**

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
----------------------	--------------------------------	--------------------	---------	---------------------	---------------

## Year 9 Core Lesson Curriculum Overview – Resilience

Autumn Term - Finding my voice	Spring Term - Adapting my voice	Summer Term - Positive Choices
<p><b>Unit: Being CyberSafe #Iwill project</b> Focus: Students will complete a range of activities linked to the OAT #Iwill Cyber safety project. This will result in a social movement initiative</p> <ol style="list-style-type: none"> <li>1. Age Ratings</li> <li>2. Safer Schools App</li> <li>3. CyberBullying</li> <li>4. Fake News</li> <li>5. Stream or not to stream</li> <li>6. How to report</li> <li>7. Data breaches and GDPR</li> </ol>	<p><b>Unit: Respectful and Safe digital Communication</b> Focus: Students use appropriate language in all settings, specifically online.</p> <ol style="list-style-type: none"> <li>1. Negative online behaviours and the impact of viewing harmful content</li> <li>2. Trolling and the Law</li> <li>3. Explicit images and the law: Images of children</li> <li>4. Explicit images and the law: Grooming and revenge porn</li> <li>5. Pornography: What healthy relationships look like</li> <li>6. Gambling</li> </ol>	<p><b>Unit: Remaining in the black</b> Focus: Students understand about personal finance and the need to manage budgets to remain solvent</p> <ol style="list-style-type: none"> <li>1. Debt: Managing my money sensibly</li> <li>2. Debt: The real life impact</li> <li>3. Credit and loans</li> <li>4. Renting vs Mortgages: Applying for the latter</li> </ol>
<p><b>Unit: Careers- Step Ahead</b> Focus: Students reflect on their personal strengths and interests; using this knowledge to make informed option choices.</p> <ol style="list-style-type: none"> <li>1. Options, options, options</li> <li>2. Updating your record of achievement</li> <li>3. My job search – Exploring the options</li> <li>4. My confidence – How to communicate effectively</li> <li>5. My Money – Introduction to finances</li> <li>6. My knowledge – How you can stay up to date</li> <li>7. My journey ahead – Where I am and where I'm going</li> </ol>	<p><b>Unit: The Way the World Works</b> Focus: Students understand the importance of politics on a wider global level and its impact on UK decisions</p> <ol style="list-style-type: none"> <li>1. Are we really a democracy?</li> <li>2. How might a country be run ?</li> <li>3. The UK cabinet and their roles</li> <li>4. Foreign Aid and its importance</li> <li>5. Political Power: The Primeministr vs The Monarch</li> <li>6. Social Action: Part One</li> <li>7. Social Action: Part Two</li> </ol>	<p><b>Unit: Substances &amp; Health</b> Focus: Students understand the impact of actions and can make positive life choices.</p> <ol style="list-style-type: none"> <li>1. Cigarettes and Alcohol- Accepted drugs</li> <li>2. Drugs awareness: The law on Cannabis</li> <li>3. Gateway Drugs</li> <li>4. Negative Effects and Addiction</li> <li>5. Cancer Prevention: is it possible</li> <li>6. County Lines</li> </ol>

### CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
----------------------	--------------------------------	--------------------	---------	---------------------	---------------



## Year 10 Core Lesson Curriculum Overview – Future

Year 10 Core Lesson Curriculum Overview – Future		
Autumn Term - Owning my journey	Spring Term - Owning my actions	Summer Term - Owning my decisions
<p><b>Unit: Rights and Responsibilities</b> Focus: Studnets will look at what is means to be a citizen and the rights and responsibilities that have in the uk</p> <p><b>1. What are rights and responsibilities</b>  <b>2. Human Rights</b>  <b>2. Human Right Abuses</b>  <b>2. Women's Rights</b>  <b>3. Consumer Rights</b>  <b>4. Employment Rights</b>  <b>6. Civic Responsibilities – Voting</b>  <b>7. Civic Responsibilities- Privacy</b></p>	<p><b>Unit: Substances and Health</b> Focus: Students understand the impact of actions and can make positive life choices.</p> <ol style="list-style-type: none"> <li>1. Class A drugs and the law</li> <li>2. Safety and substances</li> <li>3. Addiction and Crime</li> <li>4. Beyond Health -Poor Diet- The Health Costs</li> <li>5. Disease prevention</li> <li>6. Organ and Blood donation</li> <li>7. Personal Screening</li> </ol>	<p><b>Unit: Forgiveness</b> Focus: Students understand the need for and power of forgiveness</p> <ol style="list-style-type: none"> <li>1. What does it mean to forgive and What can we learn from the example of Gee Walker?</li> <li>2. Is it strong or weak to forgive?</li> <li>3. Who does forgiveness help most – the victim or the criminal?</li> <li>4. What can happen if we decide not to forgive and how can I apply forgiveness to my future?</li> </ol>
<p><b>Unit: Career – Step Forward</b> 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"> <li>1. My options</li> <li>2. What is an apprenticeship?</li> <li>3. Working between 15-18</li> <li>4. Future jobs and workforce</li> <li>5. Creating a CV on Unifrog</li> <li>6. Creating a CV on Unifrog</li> <li>7. The skill of being resilient</li> <li>8. My journey ahead – Where I am and where I'm going</li> </ol>	<p><b>Unit: Healthy Relationship</b> Focus: Students can make informed decisions about their relationships and actions.</p> <ol style="list-style-type: none"> <li>1. What is Love? Healthy Relationships- Red and green flags</li> <li>2. Consent vs Coercion inc rape</li> <li>3. First Sex and notions of intimacy</li> <li>4. Contraception vs pregnancy</li> <li>5. Fertility</li> <li>6. Abortion and Miscarriage</li> <li>7. Healthy and Abusive Relationships i</li> </ol>	<p><b>Unit: Self Protection</b> 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"> <li>8. Harm Online- Digital Footprint and Social Media- Employment</li> <li>9. Physical Harm and self-protection</li> <li>10. Psychological Harm</li> <li>11. Mental Health</li> <li>12. Mental Toughness</li> <li>13. Recharge and Recoup- The importance of rest and sleep</li> </ol>

CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
----------------------	--------------------------------	--------------------	---------	---------------------	---------------

## Year 11 Core Lesson Curriculum Overview – Accomplish

Autumn Term – Breaking down the journey	Spring Term – Charting the course	Summer Term – Finishing with pride
<p><b>Unit: Organised Resilience</b> <b>Focus:</b> Students understand the importance of resilience and organisation to their studies.</p> <ol style="list-style-type: none"> <li>1. The journey ahead</li> <li>2. Self-evaluation and self-criticism</li> <li>3. Using checklists and others to support resilience</li> <li>4. Savvy online practices</li> <li>5. Organising study</li> <li>6. Meaning revision tools</li> <li>7. Mental Toughness and the Chimp Paradox</li> </ol>	<p><b>Unit: Discrimination</b> <b>Focus:</b> Students develop a sense of pride and confidence to overcome setbacks.</p> <ol style="list-style-type: none"> <li>1. How do people show prejudice and discrimination?</li> <li>2. What would we consider to be religious discrimination?</li> <li>3. Why are some people Islamophobic?</li> <li>4. How have some believers shown resilience against religious discrimination?</li> <li>5. What do religious believers teach about discrimination?</li> <li>6. When might we need to be resilient in our own beliefs?</li> </ol>	<p>This term remains clear for target subject intervention and independent study- all designed to help students maximise success</p>
<p><b>Unit: Careers: Step into the Future</b> <b>Focus:</b> 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> <ul style="list-style-type: none"> <li>• Post-16 Qualifications</li> <li>• Choices!</li> <li>• Your key skills</li> <li>• Labour Market</li> <li>• Employability skills</li> <li>• Your rights within the workplace</li> <li>• Updating your CV</li> </ul> <p>Reflection &amp; Target setting</p>	<p><b>Unit: Positive Mindset and Mental Well-Being</b> <b>Focus:</b> Students understand how to maintain positive mental health.</p> <ol style="list-style-type: none"> <li>1. Self-Esteem and Self-Worth</li> <li>2. Life, Exercise and Sleep</li> <li>3. Echo Chambers and Filter Bubble **** Mock Exam Results ****</li> <li>4. Growth Mindset – Exam reflection</li> <li>5. Managing Disappointment and building on success</li> <li>6. Maintaining positive mental health</li> <li>7. Building meaningful support networks</li> </ol>	

# Year 12 Core Lesson Curriculum Overview – Complete

Autumn Term	Spring Term	Summer Term
<p><b>Unit: My skills; My Choice</b>  <b>Focus:</b> to prepare students for the 'jump' to level 3/ A level courses and to start to consider next steps</p> <ol style="list-style-type: none"> <li>1. <b>Planning and managing your time</b></li> <li>2. <b>Email etiquette</b></li> <li>3. <b>Referencing/ AI/Plagiarism</b></li> <li>4. <b>Critical thinking</b></li> <li>5. <b>Writing a good essay</b></li> <li>6. <b>Access to HE- ONLINE Taster sessions?</b></li> <li>7. <b>Research project</b></li> </ol> <p>CORE EXTRA                      a. Driving assembly from Police / VR Driving workshop fire brigade</p>	<p><b>Unit: Managing the World of Work: Wex Launch</b></p> <ol style="list-style-type: none"> <li>1. Career Vs Job</li> <li>2. Ilkigai- An approach to job (life) satisfaction</li> <li>3. Expressions of Interest</li> <li>4. Establishing Contact – Calls with Clout</li> <li>5. Letters of application</li> <li>6. The Personable Touch; Face to Face Interaction</li> <li>7. Employability in Practice</li> </ol> <p>CORE EXTRA                      A UCAS fayre / Skills show</p>	<p><b>Unit: Making the right decisions</b>  <b>Focus:</b>                      PREPARATION FOR HE week</p> <p>Separate Programme directed by External Support and Off-Site opportunities</p> <p>CORE EXTRA- HE week                      a. Open days b. Trip to a University c. guest speakers</p>
<p><b>Unit: My Body my choice</b>  <b>Focus:</b> Students begin to look at the rights they have over their bodies at various legal ages and the consequences of those choices</p> <ol style="list-style-type: none"> <li>1. Piercing and tattoos</li> <li>2. Sun beds</li> <li>3. Diet for wellness</li> <li>4. Beauty standards and Body Dysmorphia</li> <li>5. Aesthetics: Is a tweakment worth it?</li> <li>6. Sexual health and one- night stands</li> <li>7. Misogyny and abuse</li> </ol>	<p><b>Unit: Community Compassion and Charity</b>  <b>Focus:</b> Students will focus the Christian concept of charity and how it both underpins and transcends faith</p> <ol style="list-style-type: none"> <li>1. What do we mean by Charity?</li> <li>2. How does religion aid the role of charities globally?</li> <li>3. How does Charity enforce kindness in the global community?</li> <li>4. How can Christian charities aid the world?</li> <li>5. How can Sikh charities aid the world?</li> <li>6. How have the role of charities helped our local communities in recent times?</li> <li>7. Is charity always a positive contribution to our society?</li> </ol>	<p>Unit: My future: My Choice</p> <ul style="list-style-type: none"> <li>• UCAS</li> <li>• Apprenticeships</li> <li>• Careers</li> <li>• Work skills</li> <li>• Preparing for uni interviews/portfolios</li> </ul> <p>CORE EXTRA                      a. Completing Work Experience (2<sup>nd</sup> Week)                      b. Careers week: series of workshops, visits, talks and experiences to prepare them for the next steps.</p>

## CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
----------------------	--------------------------------	--------------------	---------	---------------------	---------------

## Year 13 Core Lesson Curriculum Overview – Complete

Autumn Term	Spring Term	Summer Term
<p><b>Unit: MY FUTURE IN MY HANDS</b>  <b>Focus:</b> 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"> <li>1. UCAS – The Purpose</li> <li>2. UCAS- The Process</li> <li>3. UCAS – The Parameters</li> <li>4. Personal statement – What a Good one looks like</li> <li>5. Personal Statement – Improving the basic</li> <li>6. Personal Statement- Models of best practice</li> </ol>	<p><b>Unit: Community Compassion and Charity</b>  <b>Focus:</b> Students will focus the Christian concept of charity and how it both underpins and transcends faith</p> <ul style="list-style-type: none"> <li>• What do we mean by Charity?</li> <li>• How does religion aid the role of charities globally?</li> <li>• How does Charity enforce kindness in the global community?</li> <li>• How can Christian charities aid the world?</li> <li>• How can Sikh charities aid the world?</li> <li>• How have the role of charities helped our local communities in recent times?</li> <li>• Is charity always a positive contribution to our society?</li> </ul>	<p><b>Unit: Securing the best financial future for me</b>  <b>Focus:</b> 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"> <li>1. Student Loans and Repayments</li> <li>2. Car Finance: HP vs PCP</li> <li>3. Mortgages Vs Renting</li> <li>4. Pensions: You are not too young</li> </ol> <p style="color: #e67e22; font-size: small;">CORE EXTRA:                      a.University Talk – surviving at University Top Tips</p> <p>Review our journey and complete trackers</p>
<p><b>Unit: MY FUTURE IN MY HANDS</b>  <b>Focus:</b> 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"> <li>1. Interview: Preparation is the key</li> <li>2. Interview: Personal Presentation and meaningful engagement</li> <li>3. Interview Reality: When Interviews go wrong</li> <li>4. Interview Reality: What a good one looks like</li> <li>5. Practice makes perfect: Role Play One</li> <li>6. Practice makes perfect: Role Play Two</li> </ol>	<p><b>Unit: My relationships, my responsibility</b>  <b>Focus: Students to explore different types of relationships and understand healthy positive relationships</b></p> <ol style="list-style-type: none"> <li>1. Drugs and alcohol- a new landscape</li> <li>2. Staying safe on a night out (spiking/friend code/ fighting)</li> <li>3. Sexting and the potential damage</li> <li>4. Positive/ healthy relationships</li> <li>5. Practical uni trips</li> <li>6. Sleep patterns, freshers flu</li> <li>7. Case Studies and Solution Management</li> </ol>	

### CORE Theme

Health and Wellbeing	Relationship and Sex Education	Economic Wellbeing	Careers	British values & RE	Our Community
----------------------	--------------------------------	--------------------	---------	---------------------	---------------

## Part 3 - Personal Tutor Programme - Yr7-11

<b>Intent</b>	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 strengthening independence, one of the academy's priorities for 2024-2025, 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.				
<b>Strategy Aspect</b>	<b>Mindset Monday</b>	<b>Tutor Tuesday</b>	<b>World- Wide Wednesday</b>	<b>Literacy Thursday</b>	
<b>Implementation</b>	<b>Reimagining Resilience: Building better habits for life</b>		<ul style="list-style-type: none"> <li>Individual personal tutor reward and consequence update</li> <li>Take Two – Personal Tutor bonding opportunities</li> <li>Academy Updates linked to Fire Drills and Lockdown procedures.</li> <li>Spotlight on Safeguarding</li> <li>Spotlight on Community</li> <li>Spotlight on Medical Updates</li> <li>Spotlight on careers</li> <li>Spotlight on SWB D.O.S..E</li> <li>Academy Ambassadors Update</li> <li>Spotlight On Community calendar</li> <li>Spotlight on Cultural Calendar</li> <li>Anti- Bullying charter and FAB agenda</li> <li>E- Safety</li> <li>Road- Safety</li> <li>Functionality:               <ul style="list-style-type: none"> <li>- One Note</li> <li>- Office 365</li> </ul> </li> <li>Knowledge Expert Sessions for Year 7.-8 and 11</li> </ul>	<p><b>Key stage 3</b> <b>Read Aloud Initiative</b></p> <p><b>Year 7 -9</b></p> <p>Reading a collection of short stories, non-fiction texts and poetry to recognise key awareness dates and cultural calendar celebrations, as well as celebrating our 'Author of the month' series</p> <p><b>Key stage 4</b> ** All sessions have questions linked to the academy values of Character, Organisation, Resilience and Excellence and use reading as a tool to develop oracy</p> <ul style="list-style-type: none"> <li>Promoting diversity and tolerance including the celebration of a range of religious festivals.</li> <li>Challenging stereotypes and bias</li> <li>Exploring political movement and development</li> <li>Debating global injustice</li> <li>Exploring social developments</li> <li>Reflecting on key historical events</li> <li>Awareness of key celebrations: Black History Month, International Women's Day etc</li> </ul>	<p><b>Read Aloud Initiative</b></p> <p><b>Year 7 -9</b></p> <p>Reading a collection of short stories, non-fiction texts and poetry to recognise key awareness dates and cultural calendar celebrations, as well as celebrating our 'Author of the month' series</p> <p><b>Year 10 and 11</b></p> <p>Reading a collection of short stories, non-fiction texts and poetry to recognise key awareness dates and cultural calendar celebrations, as well as celebrating our 'Author of the month' series</p> <p><b>Literary Calendar Focus</b> Dedicated reading in celebration of:</p> <ul style="list-style-type: none"> <li>International Literacy Day 8th September 2024</li> <li>European Day of Languages 26<sup>th</sup> September 2024</li> <li>National Poetry Day 3rd October 2024</li> <li>World Book Day 6th March 2025</li> <li>World Poetry Day 21<sup>st</sup> March 2025</li> <li>Shakespeare Day 23<sup>rd</sup> April 2025</li> </ul>
	<p><b>Autumn A: Initiating independence</b></p> <ul style="list-style-type: none"> <li>What do we mean by independence?</li> <li>Can I do it alone?</li> <li>Signposting and support</li> <li>Independence in learning:Part one</li> <li>Independence in learning:Part Two</li> </ul>	<p><b>Autumn B: Mental Health Mastery</b></p> <ul style="list-style-type: none"> <li>Mental Health MOT</li> <li>Removing the stigma; its good to talk</li> <li>Mindapples</li> <li>D.O.S.E your way to happiness- Podcast Launch</li> <li>Stepping away from the screen</li> <li>Sleep Therapy</li> </ul> <p style="text-align: center;">** Signposting Support throughout **</p>			
	<b>Global Community: Citizenship and Challenge</b>				
	<p><b>Spring A: Global Barriers</b></p> <ul style="list-style-type: none"> <li>Peer on Peer abuse</li> <li>FGM</li> <li>Misogyny and Incel behaviour</li> <li>Preventing Radicalisation (Prevent)</li> <li>County Lines</li> <li>Consent and Harmful Sexual Behaviours</li> </ul>	<p><b>Spring B: British Values</b></p> <ul style="list-style-type: none"> <li>Democracy</li> <li>The Rule of Law</li> <li>Mutual Respect</li> <li>Tolerance of Different Faiths</li> <li>Individual Liberty</li> </ul>			
	<b>Prevention and Cure: Eliminating Hazards</b>				
	<p><b>Summer A: Responsible Citizenship and themes for unification</b></p> <ul style="list-style-type: none"> <li>Social Cohesion</li> <li>Anti-social behaviour</li> <li>Community Ambassadors</li> <li>Community responsibility</li> <li>Leaving a legacy</li> </ul>	<p><b>Summer B: Change and Reflection</b></p> <ul style="list-style-type: none"> <li>Banishing excuses</li> <li>Life's WWW and EBI</li> <li>Choices and chances</li> <li>What's your plan?</li> <li>Target Setting for success</li> </ul>			
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Interpersonal discussion skills: Listening, responding to others, building on the ideas of others, and offering a counter- argument.</li> <li>Sensitivity and Empathy</li> <li>Self-Regulation of opinion</li> </ul>				
<b>Expected impact:</b>	<ul style="list-style-type: none"> <li>An understanding of the skills needed to thrive in a competitive world.</li> <li>An understanding of the factors that impact our emotional and physical well- being and the ways we can show self-care.</li> <li>An understanding of our role in our local communities and as a global citizen in embracing diversity</li> <li>An ability to articulately voice opinions about the world students are part of, developing educated, safe and informed opinions and behaviours</li> <li>An understanding of the importance of identifying and combatting discrimination and intolerance in our local and global communities</li> <li>An understanding of what healthy relationships look like from the relationships we have with ourselves and with each other.</li> </ul>				

## Personal Tutor Programme - SWB6th

<b>Intent</b>	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.				
<b>Strategy Aspect</b>	<b>Monday – assembly</b>	<b>Tutor Tuesday</b>	<b>Wednesday - Character programme YR 1 (mindfulness)</b>	<b>Thursday - Media and Debating (WWW)</b>	<b>Friday – Orate (Literacy)</b>
<b>Implementation</b>	<p><b>Follow whole school rota with KS5 focus</b></p>	<p><b>Individual personal tutor reward and consequence update</b> Academy Updates linked to Fire Drills and Lockdown procedures. Spotlight on Safeguarding Spotlight on Community Spotlight on Medical Updates Spotlight on SWB D.O.S.E Spotlight on careers Academy Ambassadors Update Anti- Bullying charter and FAB agenda E- Safety Road- Safety Functionality: One Note Office 365 Embedding knowledge organisers Next steps preparation</p>	<p>Resilience – what you here, won't get you there Forecasting Post-Mortem Leadership styles on a sliding scale How do different styles get different results? Getting results with my leadership style Wellbeing focus Futures – putting year 12 in perspective for HE Them and us – Humans at heart What unites us is greater than what divides us Putting other people first Helping others thrive Initiative – creative problem solving How I learn best Showcasing my initiative</p>	<p><b>HT1-2 Yr11-12 Transition Module:</b> 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 – how to get there? Effective time management Listening skills Resilience and growth mindset Working with others</p> <p><b>HT 5, 6</b> Students are made aware of a variety of source materials and media Students are taught to consider 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>	<p><b>HT1,2, 5, 6</b> Students follow a bespoke 6<sup>th</sup> form oracy plan equipping them with the ability to understand and identify the cognitive elements of oracy and the social and emotional elements of oracy</p>
				<p><b>Buddy focus – likely to be terms 3-4 Thursdays and Friday:</b> Students build relationships with younger children to support younger peers and develop their own skills of communication and leadership 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 performance e.g. reading buddies, maths mentors</p>	
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>• Interpersonal discussion skills: Listening, responding to others, building on the ideas of others, and offering a counter- argument.</li> <li>• Sensitivity and Empathy</li> <li>• Self-Regulation of opinion</li> </ul>				
<b>Expected impact:</b>	<ul style="list-style-type: none"> <li>• An understanding of the skills needed to thrive in a competitive world.</li> <li>• An understanding of the skills needed to progress to their next step destination and beyond</li> <li>• An understanding of the factors that impact our emotional and physical well- being and the ways we can show self-care.</li> <li>• An understanding of our role in our local communities and as a global citizen in embracing diversity</li> <li>• An ability to articulately voice opinions about the world students are part of, developing educated, safe and informed opinions and behaviours</li> <li>• An understanding of the importance of identifying and combatting discrimination and intolerance in our local and global communities</li> <li>• An understanding of what healthy relationships look like from the relationships we have with ourselves and with each other.</li> </ul>				

## Assembly Programme

Assemblies will take place 8.40 – 9.00 on the days below. Access to Lecture Theatre via Sanderson only  
 Monday – Year 11 in Lecture Theatre, 6th Form Providence Hall \*\*Virtual for the Autumn Term \*\*  
 Tuesday – Year 7 in Lecture Theatre- \*\*\*Virtual for Autumn Term \*\*\*  
 Wednesday – Year 8 in Lecture Theatre  
 Thursday – Year 9 in Lecture Theatre, Sixth Form in Providence Hall  
 Friday – Year 10 in Lecture Theatre

Community Calendar: Community awareness days as part of Tutor Tuesday Updates

\*\* Assemblies during examination periods will be conducted virtually via teams \*\*

\*\*On a fortnightly basis, Year 7 and 8 assembly will be replaced by a Knowledge Expert session - Please see Autumn A arrangements at the end of the document \*\*\*

Week	Theme/Focus	Delivered by	Community Calendar
<b>2-6th Sept</b>	2023-2024 is Your Year Welcome back assemblies as part of phased return	Principal/AP	
<b>9th – 13th Sept</b>	ACADEMY AMBASSADORS Empowering young voices – Regional Student Voice Campaign and Ambassador Launch	DHU and RSV nominees	13th September Student Ambassadors Manifesto Launch
<b>16th – 20th Sept</b>	EMBEDDING C.O.R.E Why CORE matters. 2024-2025 Focus and academy wide priorities	DOY	18th September – International Equal pay Day 21st September- International Day of Peace
<b>23rd – 27th Sept</b>	EUROPEAN DAY OF LANGUAGES LAUNCH (Being a Global Citizen/Broadening our Horizons)	ASI/MOS	26th September European Day of Languages 27th September 2024-World's Biggest coffee morning
<b>30th Sept-4th Oct</b>	BLACK HISTORY MONTH Launch of month wide events	DOY	October Breast Cancer Awareness Month 6th October 2024- National Poetry Day
<b>7th-11th Oct</b>	PROTECTING OUT MENTAL WELL-BEING The daily approach to mental clarity	DOY	8th October 2024- National Hate Crime Awareness Day 7th-13th October 2024 – Challenge Poverty Week 10th October 2024- World Mental Health Day 11th October 2024- Yam Kippur
<b>14th-18th Oct</b>	NO PLACE FOR HATE National Hate Crime awareness week	DOY	14th-20th October 24 – National Recycling Week 19th October 2024 International Pronouns Day
<b>21st-25th Oct</b>	Diwali: A Celebration of Light	DOY Virtual- Year 11 Exams	21st October 2024- World Values Day 1st November 2024- Movember

			1st November 2024 Islamaphobia Day of Awareness
	HALF-TERM		
<b>Week</b>	<b>Theme/Focus</b>	<b>Delivered by</b>	<b>Community Calendar</b>
<b>4th – 8th Nov</b>	REMEMBRANCE Lest we Forget	DOY Virtual – Year 11 exams	6th-12th November- UK Parliament Week
<b>11th-15th Nov</b>	ANTI-BULLYING WEEK Choose Respect	DOY and Anti-Bullying ambassadors	11th November- Armistice Day 13th November – World Kindness Day 15th November- Children in Need 16th November – International Day of Tolerance
<b>18th-22nd Nov</b>	WORLD CHILDREN'S DAY Gratitude over Greed	DOY	18th-24th November- UK Parliament Week 18th November- Alcohol Awareness Week 20th November- Transgender Day of Remembrance
<b>25th-29th Nov</b>	VIOLENCE AGAINST WOMEN It ends with us	DOY	25th November- International Day for the Elimination of Violence against Women
<b>2nd-6th Dec</b>	MODERN DAY SLAVERY The shackles of the 21st Century	DOY	1st December- World Aids Day 2nd December- International Day for the abolition of slavery 3rd December- International Day of People with Disability
<b>9th-13th Dec</b>	ADVOCATING FOR ANIMALS Animal rights- What we can learn from the animal world	DOY	10th December- Human Rights Day 10th December- Animal Rights Day
<b>15th-20th Dec</b>	CELEBRATING SUCCESS & ACHIEVEMENTS	HoY & DoY	25th December – Hannukah begins
	CHRISTMAS HOLIDAYS		
<b>Week</b>	<b>Theme/Focus</b>	<b>Delivered by</b>	<b>Community Calendar</b>
<b>6th -10th Jan</b>	NEW YEAR, NEW YOU?	DOY	11th January- Human Trafficking Awareness Day
<b>13th-17th Jan</b>	RECOGNISING WORLD RELIGIONS Acknowledging British Values- Tolerance of Faiths/No Faith	DOY	13th January- Maghi 15th January – World Religion Day
<b>20th-24th Jan</b>	HOLOCAUST MEMORIAL Lessons from History	AP	24th January- International Day of Education
<b>27th- 31st Jan</b>	LGBTQIA+ HISTORY MONTH Launching our month long LGBTQ+ celebrations	DOY and Diversity and Inclusion Ambassadors	29th January -Chinese New Year
<b>3rd-7th Feb</b>	INTERNET SAFETY WEEK Staying safe in the virtual world	DOY and E-Safety Ambassadors	4th February – World Cancer Day- Alexen Henrique CORE Award Launch 6th February – Safer Internet Day 6th February – Time to Talk Day



		Virtual- Year 11 Exams	
<b>10th-14th Feb</b>	Apprenticeships A career route with a difference		10th February- National Apprenticeship Week 11th February – Safer Internet Day 11th February-International Day of Women and Girls in Science
	HALF-TERM		
<b>Week</b>	<b>Theme/Focus</b>	<b>Delivered by</b>	<b>Community Calendar</b>
<b>24th-28th Feb</b>	MENTAL HEALTH AWARENESS Protecting your mental well-being	DOY Virtual – Year 11 Exams	28th February- Eating Disorder Awareness Day 28th February- Ramadan Begins 1st March- Zero Discrimination Day
<b>3rd-7th March</b>	WORLD BOOK DAY Value and Pleasure of Reading	CMo	3rd March- National Careers Week 7th March- World Book Day 8th March – International Women's Day
<b>10th -14th March</b>	VAPING The (un)healthy alternative to smoking	DOY	12th March- National No Smoking Day 14th March – Holi (Hindu) 7th-16th March -British Science Week
<b>17th-21st March</b>	ELIMINATION OF RACIAL DISCRIMINATION Our colour will unite, not untie	DOY	18th March- CSE Awareness Day 21st March-International Day for the elimination of Racial Discrimination
<b>24th - 28th March</b>	NEURODIVERSITY A different way of thinking and being	DOY	18th March – CSE awareness day 20th March – International Day of Happiness 21st March- World Poetry Day 25th March- Eid Al-Fitr
<b>31st March-4th Apr</b>	UNDERSTANDING AUTISM Being different doesn't mean you should be treated so		2nd Apr- Autism Awareness Day
<b>7th-11th Apr</b>	HEALTH IS WEALTH Caring for your body now to preserve for the future		7th April- World Health Day 14th April- Visakhi
	EASTER HOLIDAYS		
<b>Week</b>	<b>Theme/Focus</b>	<b>Delivered by</b>	<b>Community Calendar</b>
<b>28th Apr-2nd May</b>	BELONGING TO BILSTON Local and Community History Month	DOY	April – Stress Awareness Month 22nd April – National Stephen Lawrence Day
<b>5th May-9th May</b>	APPRECIATING CULTURAL DIVERSITY, ACCEPTING DIFFERENCE	DOY	5th-11th May- Deaf Awareness Week 6th May – International No Diet Day 8th May- VE Day
<b>12th-16th May</b>	MENTAL HEALTH AWARENESS WEEK Choosing Happy – Underpinned by resilience	DHU and Mental Health Ambassadors	12th May- International Nurses Day 15th May – Knife Crime awareness day 17th May – International Day against Homophobia and Transphobia

19th-23rd May	KNIFE CRIME AWARENESS WEEK	DOY	21st May World Day for Cultural Diversity Dialogue
	HALF-TERM		
<b>Week</b>	<b>Theme/Focus</b>	<b>Delivered by</b>	<b>Community Calendar</b>
2nd-6th June	PRIDE MONTH Launch of Pride Events	DOY	5th June- World Environment Day
9th- 13th June	HEALTHY BODY, HEALTHY MIND Marking Healthy Eating Week	DOY	14th June – World Blood Donor Day
16th-20th June	WINDRUSH Acknowledgement and Respect	DOY Virtual- Year 10 exams	19th June- Juneteenth 20th June – World Refugee Day 22nd June- Windrush Day
23rd – 27th June	RSE Cultivating meaningful relationships	DOY	26th June- RSE Day
30th June-4th July	MOVING UP Embracing Change	DOY and HOY (Change over assembly)	3rd July- Plastic Bag Free day 5th July- NHS Birthday
8th -12th July	END OF YEAR ASSEMBLIES separate timetable	DOY/HOY	
15th-19th July	No assemblies – Rewards Day, Sports Day and Core Days		18th July- Nelson Mandela Day 25th July- World Drowning Prevention Day

**\*\*Separate End of Term arrangements for academic year end on 19th July 2025 \*\***

## 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.*

<b>Art</b>	<ul style="list-style-type: none"> <li>• KS3 curriculum includes projects on cultures (Day of the Dead) &amp; environmental issues of the time (ie endangered animals, plastics etc...).</li> <li>• A range of artists are covered across both KS3 and KS4 (with diversity in ethnicity, gender and social influences).</li> <li>• Students have opportunities to work with artists.</li> <li>• KS3 students have the opportunity to visit a gallery.</li> <li>• University Workshops/Galleries – showcasing what their Art future could be.</li> <li>• Student work is celebrated through displays around the academy and on social media (Instagram and Facebook).</li> </ul>
------------	---

<p style="text-align: center;"><b>Business, ICT and Law</b></p>	<ul style="list-style-type: none"> <li>• Continuous modelling of how to keep themselves safe online and when using social media.</li> <li>• Cyber security.</li> <li>• Developing use of Microsoft office</li> <li>• Deepen understanding of how to effectively manage finances</li> <li>• Laws</li> <li>• Lead Enterprise activities &amp; experiences, for example: <ul style="list-style-type: none"> <li>○ Tenner Challenge</li> <li>○ Regular External Business Speakers (Local SMEs)</li> <li>○ Opportunities to create own enterprise initiative.</li> <li>○ Augmented Reality Workshops (Lessons &amp; extra-Curricular)</li> <li>○ Tom Jones Tycoon Challenge Sept 2020</li> <li>○ Bletchly Park Code Breaking</li> <li>○ Jaguar/Land Rover Business Visit</li> </ul> </li> <li>• Addition Enrichment Experiences: <ul style="list-style-type: none"> <li>○ Visits to Magistrates Court</li> <li>○ Law Challenge</li> <li>○ BCU Master Classes</li> <li>○ Debate Club (Starting Sept 2020)</li> </ul> </li> </ul>
<p style="text-align: center;"><b>English</b></p>	<ul style="list-style-type: none"> <li>• Introducing students to whole texts from Year 7 (Oliver Twist)</li> <li>• Visit to see children's author (Year 12)</li> <li>• Social and historical context of the Victorian era (Oliver Twist (7) and A Christmas Carol (11))</li> <li>• Greek legends and Myths (AMND Year 7)</li> <li>• Russian revolution: communism, tyrannical leaders, exploitation (Year 9 Animal Farm)</li> <li>• Patriarchal Societies (across a range of texts and year groups)</li> <li>• Discrimination comparison across 19-21<sup>st</sup> Century: gender, mental health and disability (Year 9 writer viewpoint)</li> <li>• Effects of conflict on individuals – physical and mental (Power and Conflict poetry (KS4))</li> <li>• Political and historical context of war poetry (KS4)</li> <li>• Political climate in both 1912 and 1945: comparison of the social impact of this (KS4)</li> <li>• Social, historical events from Jacobean era that link to Macbeth (KS4)</li> <li>• Creative Writing Club – encourage a love of writing and experience the best writers of the time</li> <li>• Performance of texts and writer including: AIC, gothic writers</li> <li>• Leadership skills: Year 12 supporting KS3 students.</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Opportunity to complete fieldwork putting students in unfamiliar situations</li> <li>• Geography 'leadership' team used to promote student voice and autonomy within the academy</li> <li>• Geography leadership team will also lead in the organisation of extra-curricular activities related to geography education</li> <li>• Promote British Values within curriculum: what makes Britain and how Britain looks today</li> <li>• Diversity: culture, food, migration and providing students with a balanced assessment in order for them to develop their educated views</li> <li>• Climate change: issues surrounding sustainability and how it will be managed</li> <li>• Conflict and super powers: to include world leaders and their influence on economies</li> <li>• UK challenges and the impact these have.</li> <li>• Opportunities to independently research aspects of Geography at KS5 and the impact that this has (impact of sea level rise)</li> <li>• Celebrate world Earth day through focused lessons and specialists visitors including the animal man.</li> <li>• Iceland visits: to experience Geography in a different setting.</li> <li>• Opportunity to conduct rivers study, urban studies.</li> <li>• KS3 visits to seaside and rural life experience.</li> <li>• KS5 fieldtrip to Aberystwyth to conduct independent investigation.</li> </ul>

<p style="text-align: center;"><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Promotion of empathy and an understanding of the diverse needs of others.</li> <li>• Diseases, conditions and knock on effects (including mental and physical illnesses).</li> <li>• Applying Values: empathy, dignity, respect and empowerment.</li> <li>• Understanding Safeguarding &amp; Duty of Care of Promoting anti-discriminatory practice</li> <li>• Using teamwork and problem solving to build confidence to support a variety of roles within the health and social care industry.</li> <li>• Additional Enrichment Opportunities: <ul style="list-style-type: none"> <li>○ University Master Classes</li> <li>○ First Aid Certificate</li> <li>○ External speakers to discuss current health and social care job roles to promote careers and HE in the sector</li> </ul> </li> </ul>
<p style="text-align: center;"><b>History</b></p>	<ul style="list-style-type: none"> <li>• Opportunity to visit a castle as part of the C.O.R.E curriculum: experience previous methods of ruling England.</li> <li>• Development of Parliament from its establishment in the 1600s and why it was needed.</li> <li>• Explore different styles of ruling to encourage students to be proactive citizens in electing future leaders.</li> <li>• Changes to religion and the significance it had on daily life.</li> <li>• Comparison of science and religion to the present day</li> <li>• Consequences of discrimination seen in the Holocaust: allows students to challenge their misconceptions of others and allow them to be more tolerant individuals</li> <li>• Local studies: Black Country and Bournville links to Industrial Revolution &amp; understanding of the history of the local area</li> <li>• Crime and punishment and its development over time with links to the present day</li> <li>• 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.</li> <li>• Elizabethan England and the reign of a strong female monarch</li> <li>• Britain's relationships with other countries and how that has shaped the world.</li> <li>• Careers lessons.</li> </ul>
<p style="text-align: center;"><b>DT</b></p>	<ul style="list-style-type: none"> <li>• A focus on how engineers and organisations change lives with the work they do.</li> <li>• Teamwork and Problem Solving using challenges essential part of learning.</li> <li>• Leadership roles within lesson and after school clubs that enables confidence building to raise aspirations and recognise the talent of each student.</li> <li>• Managing Health and Safety</li> <li>• Expanding horizons through research and tasks looking at the wider world of Engineering.</li> <li>• Linking to careers in linked industries</li> <li>• Enrichment activities including engineering club, cooking challenges, industry visits STEM competitions, visits and external speakers.</li> </ul>