



Explorer

Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

10E Explorer Curriculum – Personal Development / 3 Lessons weekly

2020 – 2021 Autumn 1 Unit 19	2020 – 2021 Autumn 2 Unit 20	2020 – 2021 Spring 1 Unit 21	2020 – 2021 Spring 2 Unit 22	2020 – 2021 Summer 1 Unit 23	2020 – 2021 Summer 2 Unit 24
<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 110231</u></p> <p><u>Knowledge</u> Be able to identify emotions and know how to manage emotional experiences Know about bullying Know about peer pressure Know that illness can be mental or physical what mindfulness is and how it can help to reduce stress Coping strategies :Students develop the skills required to deal effectively with</p>	<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 110231</u></p> <p><u>Knowledge</u> Be able to identify emotions and know how to manage emotional experiences Know about bullying Know about peer pressure Know that illness can be mental or physical what mindfulness is and how it can help to reduce stress Coping strategies :Students develop the skills required to deal effectively with</p>	<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 110231</u></p> <p><u>Knowledge</u> Be able to identify emotions and know how to manage emotional experiences Know about bullying Know about peer pressure Know that illness can be mental or physical what mindfulness is and how it can help to reduce stress Coping strategies :Students develop the skills required to deal effectively with</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 111060</u></p> <p><u>Knowledge</u> To deliver a fact based, young person centered comprehensive programme of sex and relationships education. - To develop young people's understanding of their own bodies and the changes to expect in puberty, of different types of relationships and what sex is, and to be aware of risks associated with sex and how to protect themselves.</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 111060</u></p> <p><u>Knowledge</u> To deliver a fact based, young person centered comprehensive programme of sex and relationships education. - To develop young people's understanding of their own bodies and the changes to expect in puberty, of different types of relationships and what sex is, and to be aware of risks associated with sex and how to protect themselves.</p> <p><u>Skills</u> What skills will</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME Entry Level – Unit 111060</u></p> <p><u>Knowledge</u> To deliver a fact based, young person centered comprehensive programme of sex and relationships education. - To develop young people's understanding of their own bodies and the changes to expect in puberty, of different types of relationships and what sex is, and to be aware of risks associated with sex and how to protect themselves.</p> <p><u>Skills</u> What skills will</p>

<p>difficulties including stress and anxiety</p> <p><u>Skills</u> What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p><u>Resources</u> PSHE AQA UAS work Staff developed</p>	<p>difficulties including stress and anxiety</p> <p><u>Skills</u> What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p><u>Resources</u> PSHE AQA UAS work Staff developed</p>	<p>difficulties including stress and anxiety</p> <p><u>Skills</u> What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p><u>Resources</u> PSHE AQA UAS work Staff developed</p>	<p><u>Skills</u> What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p>	<p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p> <p>Topic - Sex and Relationship</p>	<p>students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p> <p>Topic - Sex and Relationship Education</p>
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<p>worksheets. Question and answers, written work, role-play, peer and self-assessment.</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related AQA UAS unit.</p> <p><u>Deadline</u></p> <p>Completed units of work submitted to HoF by end of Spring 1 term</p>	<p>worksheets. Question and answers, written work, role-play, peer and self-assessment.</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related AQA UAS unit.</p> <p><u>Deadline</u></p> <p>Completed units of work submitted to HoF by end of Spring 1 term</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related PSHE AQA Workbooks</p>	<p>worksheets. Question and answers, written work, role-play, peer and self-assessment.</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related AQA UAS unit.</p> <p><u>Deadline</u></p> <p>Completed units of work submitted to HoF by end of Spring 1 term</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related PSHE AQA Workbooks</p>	<p><u>Resources</u> PSHE AQA UAS units</p> <p>(Dimensions Yr.7)</p> <p>– ‘The Body Project’</p> <p>This unit comprises 6 topic areas. It is intended that the content is explored through discussion and group activity.</p> <p>Success measured by participation, and personal development of understanding which will vary from pupil to pupil and group to group. An optional worksheet is included for each topic 1-5 to be used if deemed appropriate by the delivering teacher.</p> <p><u>Assessment outcome:</u></p> <p>Questioning Completion of related worksheets</p>	<p>Education (Accredited unit) Can you indicate how the relationship between a child and a parent/carer changes from birth to adulthood? Can you outline three qualities of good parenting/caring? Can you identify three changes which may take place in a relationship with a partner? Can you recognise, from given material, the difference between appropriate body space in close and in formal relationships? Can you state the legal age for sexual intercourse?</p> <p><u>Resources</u> PSHE AQA UAS units</p> <p>(Dimensions Yr.7)</p> <p>– ‘The Body Project’</p> <p>This unit comprises 6 topic areas. It is intended that the content is explored through discussion and group activity.</p>	<p>(Accredited unit)- Continued Can you locate the main parts of both the male and female reproductive systems. Outline the main stages of reproduction and birth. Can you outline briefly the use and effectiveness of three methods of contraception in a healthy relationship. Can you outline the work of an organisation where advice on relationships and contraception can be obtained. Can you state the symptoms and treatment of three different types of sexually transmitted infection. Can you indicate how the transmission of sexually transmitted infections can be prevented.</p> <p><u>Resources</u> PSHE AQA UAS units</p> <p>(Dimensions Yr.7)</p> <p>– ‘The Body Project’</p> <p>This unit comprises 6 topic areas. It is intended that the content is explored through discussion and group activity.</p> <p>Success measured by</p>
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