



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.

6.3 E - Explorer Curriculum – Personal Development / SMSC - 3 Lessons weekly (Lesson 1)

2020-21 Autumn 1	2020-21 Autumn 2	2020-21 Spring 1	2020-21 Spring 2	2020-21 Summer 1	2020-21 Summer 2
<p>Topic: TALKABOUT</p> <p>Developing Self Awareness and Self Esteem -</p> <p><u>Knowledge</u> Develop social and relationship skills including: focussing on self-awareness and self-esteem, body language, conversational skills, friendship skills and assertiveness</p> <p><u>Skills</u> What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work</p>	<p>Topic: SEX AND RELATIONSHIP EDUCATION</p> <p><u>Knowledge</u></p> <p>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> <u>Skills</u></p>	<p>Topic: SEX AND RELATIONSHIP EDUCATION</p> <p><u>Knowledge</u></p> <p>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></p>	<p>Topic: SEX AND RELATIONSHIP EDUCATION</p> <p><u>Knowledge</u></p> <p>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></p>	<p>Topic: Non-accredited units - FGM, Domestic violence, forced marriage, extremism, British Values and community cohesion. water safety, sexting, cyber bullying</p> <p><u>Knowledge</u></p> <p>To deliver a fact based, young person centered comprehensive programme of British values and current issues within society to keep them informed and safe.</p> <p><u>Key Skills</u></p> <p>-To help children develop as members of society. -To be concerned</p>	<p>Topic: Non-accredited units - FGM, Domestic violence, forced marriage, extremism, British Values and community cohesion. water safety, sexting, cyber bullying</p> <p><u>Knowledge</u></p> <p>To deliver a fact based, young person centered comprehensive programme of British values and current issues within society to keep them informed and safe.</p> <p><u>Key Skills</u></p> <p>-To help children develop as members of society. -To be concerned with issues such as right</p>

<p>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>Key Questions</u></p> <p>Can you link emotions to different events? Can you identify two stressful situations and explain how each could be managed? Can you identify three ways to improve self-confidence? Do you recognise that bullying can be</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><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><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><u>Key Questions</u></p>	<p>with issues such as right and wrong, fairness, democracy and equality.</p> <p>-To think and talk about concerns in their own lives and the lives of others around them.</p> <p>To develop social skills.</p> <p>-To be aware of the rules for a safe and healthy lifestyle.</p> <p><u>Key Questions</u></p> <p>-Do you know what is FGM? -How can domestic violence happen? -Can domestic violence happen to males and females? -Do you know what the term 'radicalised' means? --Can you name some British values? -What safety measures should you take when around water? -What is meant by 'cyber-bullying'? -What is 'sexting'? -How can sexting be dangerous?</p>	<p>and wrong, fairness, democracy and equality.</p> <p>-To think and talk about concerns in their own lives and the lives of others around them.</p> <p>To develop social skills.</p> <p>-To be aware of the rules for a safe and healthy lifestyle.</p> <p><u>Key Questions</u></p> <p>-Do you know what is FGM? -How can domestic violence happen? -Can domestic violence happen to males and females? -Do you know what the term 'radicalised' means? --Can you name some British values? -What safety measures should you take when around water? -What is meant by 'cyber-bullying'? -What is 'sexting'? -How can sexting be dangerous?</p>
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<p>both physical and non-physical. Can you communicate an assertive attitude to bullying? Can you outline the work of one agency that supports the victims of bullying? Can you give examples to show how peer pressure works? can you identify the main difference between a physical and a mental illness?</p>	<p><u>Key Questions</u></p> <p>Healthy and Unhealthy Relationships – Can you give some examples of healthy and unhealthy relationships?</p> <p>Exploitation and trafficking Do you know what trafficking is and in particular child trafficking? Can you state some of the risks victims face?</p>	<p><u>Key Questions</u></p> <p>Stages of intimacy Can you state what some of the expectations might be of having a girl / boyfriend? What can happen if couples increase their levels of intimacy ? Can you explain why people have the right not to have intimate relationships until ready?</p> <p>Consent What is consent? Why is it important that somebody does not feel pressurised into a sexual relationship? something is not 'consent' Do you know what the law is in relation to consent?</p>	<p>Sex, Gender and Sexual Orientation - Do you know the difference between sex, gender identity and sexual orientation? How can you relate better to people of different gender, sex and sexual orientation? Do you know some of the LGBT vocabulary definitions? Pornography - What can be the impact of viewing harmful content? How can pornography affect the way people see themselves in relation to others and negatively affect how they behave towards sexual partners? Do you know that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail? Can you say how information and data is generated, collected, shared and used online?</p>	<p><u>Resources</u> PSHE AQA WORKBOOKS Personal Development resources on shared server</p> <p><u>Assessment outcome:</u> Questioning Peer and self assessment Completion of related resources</p>	<p><u>Resources</u> PSHE AQA WORKBOOKS Personal Development resources on shared server</p> <p><u>Assessment outcome:</u> Questioning Peer and self assessment Completion of related resources</p>
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