



Discovery

## Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

### 6.7 D - Discovery 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: <b>TALKABOUT</b></p> <p>Developing Self Awareness and Self Esteem -</p> <p><b>Knowledge</b> Develop social and relationship skills including: focussing on self-awareness and self-esteem, body language, conversational skills, friendship skills and assertiveness</p> <p><b>Skills</b> What skills will students develop?  Teamwork: Students develop the skills necessary to work</p>	<p>Topic: <b>SEX AND RELATIONSHIP EDUCATION</b></p> <p><b>Knowledge</b>  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><b>Skills</b> <b>Skills</b></p>	<p>Topic: <b>SEX AND RELATIONSHIP EDUCATION</b></p> <p><b>Knowledge</b>  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><b>Skills</b></p>	<p>Topic: <b>SEX AND RELATIONSHIP EDUCATION</b></p> <p><b>Knowledge</b>  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><b>Skills</b></p>	<p>Topic: Non-accredited units - FGM, Domestic violence, forced marriage, extremism, British Values and community cohesion. water safety, sexting, cyber bullying</p> <p><b>Knowledge</b>  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><b>Key Skills</b>  -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><b>Knowledge</b>  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><b>Key Skills</b>  -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><b><u>Key Questions</u></b></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><b><u>Skills</u></b>  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><b><u>Skills</u></b>  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>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><b><u>Key Questions</u></b></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><b><u>Key Questions</u></b></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><b><u>Key Questions</u></b></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?  Name some bad things that happen in trafficking?</p>	<p><b><u>Key Questions</u></b></p> <p>Stages of intimacy  What could be some of the expectations of having a girl / boyfriend?  Why is it important that people have the right not to have sexual relationships until ready?</p> <p>Consent  What is consent?  Why is it important that somebody does not feel that they have to start a sexual relationship?</p>	<p><b><u>Key Questions</u></b></p> <p>Sex, Gender and Sexual Orientation -  Do you know what the words sex, gender identity and sexual orientation mean?  How can you show a better understanding to people of different gender, sex and sexual orientation?  Can you name some of the LGBT vocabulary definitions?  Pornography -  What dangers are there in of viewing harmful content on the internet?  Do you know that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail?</p>	<p><b><u>Resources</u></b>  PSHE AQA WORKBOOKS  Personal Development resources on shared server</p> <p><b><u>Assessment outcome:</u></b></p> <p>Questioning  Peer and self assessment  Completion of related resources</p>	<p><b><u>Resources</u></b>  PSHE AQA WORKBOOKS  Personal Development resources on shared server</p> <p><b><u>Assessment outcome:</u></b></p> <p>Questioning  Peer and self assessment  Completion of related resources</p>
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Links to Gatsby  
Benchmarks:

