



## 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.

## 6.2 - Explorer Curriculum - Subjects/Lessons weekly

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
	<p><b>Topic:</b> <b>Topic:</b> 'Interpersonal and Self-Management Skills' Entry 3 / L1</p> <p><b>Key Questions:</b> -Can you give an example of positive body language -Can you give an example of negative body language? <b>-Can you give examples of aggressive, assertive and passive behavior</b> <b>-Can you identify why time management is important?</b> - Can you select ways to manage time?</p>	<p><b>Topic:</b> <b>Topic:</b> 'Interpersonal and Self-Management Skills' Entry 3 / L1</p> <p><b>Key Questions:</b> State why time management is important <b>-Can you identify signs of stress?</b> -Can you select ways to manage stress appropriately? -can you give examples of how own time can be managed better? -Can you give examples of how to manage own stress appropriately?</p>	<p><b>Topic:</b> <b>Topic:</b> 'Interpersonal and Self-Management Skills' Entry 3 / L1</p> <p><b>Key Questions:</b> <b>-Can you show and use appropriate body language when responding to others?</b> <b>-Can you communicate appropriately with others</b></p>	<p><b>Topic:</b> <b>Topic:</b> 'Interpersonal and Self-Management Skills' Entry 3 / L1</p> <p><b>Key Questions:</b> <b>-Do you allow others to express their views/responses without interrupting?</b>  <b>-Do you use appropriate body language when responding to others in different situations?</b></p>	<p><b>Topic:</b> Topic: Sex and Relationship Education</p> <p><b>Key Questions:</b> <b>Healthy and Unhealthy Relationships –</b> <b>Can you give some examples of healthy and unhealthy relationships?</b>  <b>Exploitation and trafficking -</b> <b>What are some of the dangers of trafficking?</b>  <b>Stages of intimacy</b> <b>What could be some of the expectations of</b></p>	<p><b>Topic:</b> Topic: Sex and Relationship Education</p> <p><b>Key Questions:</b> <b>Sex, Gender and Sexual Orientation -</b> <b>Do you know what is meant by the words sex, gender identity and sexual orientation?</b> <b>How can you relate better to people of different gender, sex and sexual orientation?</b> <b>Can you name some of the LGBT vocabulary definitions?</b> <b>Pornography -</b> <b>What are some of the</b></p>

	<p><b><u>Key Skills and Knowledge:</u></b>  -To develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others.  - Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.</p> <p><b><u>Assessment outcome:</u></b>  Questioning  Peer and self-assessment  Students will complete assessment criteria from Princes Trust course;</p>	<p><b><u>Key Skills and Knowledge:</u></b>  -To develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others.  - Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.</p> <p><b><u>Assessment outcome:</u></b>  Questioning  Peer and self-assessment  Students will complete assessment criteria from Princes Trust course;</p>	<p><b><u>Key Skills and Knowledge:</u></b>  -To develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others.  - Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.</p> <p><b><u>Assessment outcome:</u></b>  Questioning  Peer and self-assessment  Students will complete assessment criteria from Princes Trust course;</p>	<p><b><u>Key Skills and Knowledge:</u></b>  -To develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others.  - Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.</p> <p><b><u>Assessment outcome:</u></b>  Questioning  Peer and self-assessment  Students will complete assessment criteria from Princes Trust course;</p>	<p>having a girl / boyfriend?  Why is it important that people have the right not to have intimate relationships until ready?  Consent  What is consent?  Why is it important that somebody does not feel pressurised into a sexual relationship?</p> <p><b><u>Key Skills and Knowledge:</u></b>  To learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.  -To learn accurate information about the body, reproduction, sex, and sexual health. -Children and young people to acquire essential skills for building positive, enjoyable, respectful and non-exploitative relationships.  -To stay safe both on and offline.</p> <p><b><u>Assessment outcome:</u></b>  Questioning,  Peer and self-assessment</p>	<p>dangers of viewing harmful content?  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>Key Skills and Knowledge:</u></b>  To learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.  -To learn accurate information about the body, reproduction, sex, and sexual health. -Children and young people to acquire essential skills for building positive, enjoyable, respectful and non-exploitative relationships.  -To stay safe both on and offline.</p> <p><b><u>Assessment outcome:</u></b>  Questioning,  Peer and self-assessment</p>
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Links to Gatsby Benchmarks:						