



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

Subject Personal Development / SMSC *Subjects/Lessons weekly*

7N - Navigator Curriculum – 3 Lessons Weekly

Autumn 1 2020-21	Autumn 2 2020-21	Spring 1 2020-21	Spring 2 2020-21	Summer 1 2020-21	Summer 2 2020-21
<p><u>Topic:</u> <u>Making a start</u></p> <p><u>Knowledge</u> This book looks at pupils likes and dislikes and what is fair. It gets them to think about themselves and examine what they are good at. It also investigates jobs, savings and how to be positive. They will be given the opportunity to discuss rules in and out of school and how they might respect their environment. Concentrating very much on themselves and the community this book paves the way for the other books in the series.</p>	<p><u>Topic:</u> <u>Making a start</u></p> <p><u>Knowledge</u> This book looks at pupils likes and dislikes and what is fair. It gets them to think about themselves and examine what they are good at. It also investigates jobs, savings and how to be positive. They will be given the opportunity to discuss rules in and out of school and how they might respect their environment. Concentrating very much on themselves and the community this book paves the way for the other books in the series.</p>	<p><u>Topic:</u> <u>Safety</u></p> <p><u>Knowledge</u> This topic focuses on a range of safety issues and also how to deal with emergencies should they arise. It examines a number of risk areas and explains how to deal with those risks, assess situations and know what to do. This will help to develop a safer lifestyle and allows students to take a more active role as citizens. They can learn more about the choices they can make in certain situations and how they can develop their thinking skills through evaluation</p>	<p><u>Topic:</u> <u>Safety</u></p> <p><u>Knowledge</u> This topic focuses on a range of safety issues and also how to deal with emergencies should they arise. It examines a number of risk areas and explains how to deal with those risks, assess situations and know what to do. This will help to develop a safer lifestyle and allows students to take a more active role as citizens. They can learn more about the choices they can make in certain situations and how they can develop their thinking skills through evaluation</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u></p> <p><u>Topic 1: Public and Private</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> To understand how a baby is made? To be able to name</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u></p> <p><u>Topic 2: Puberty and Body Changes part 1</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> To know what puberty is</p>

<p>As pupils begin to grow and develop they need to examine their roles and ways in which they interact with others in school and outside.</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>As pupils begin to grow and develop they need to examine their roles and ways in which they interact with others in school and outside.</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>and enquiry. It encourages them to be more informed and better citizens whilst developing their skills of responsible action. It helps to increase students' self-confidence and makes them more aware of their duties as citizens.</p> <p>The activities included intended to be used either with individuals, groups or a whole class.</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</p>	<p>and enquiry. It encourages them to be more informed and better citizens whilst developing their skills of responsible action. It helps to increase students' self-confidence and makes them more aware of their duties as citizens.</p> <p>The activities included intended to be used either with individuals, groups or a whole class.</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</p>	<p>other private parts of the body? To know what are public and private places? To be able to give examples of 'good touch and 'bad touch'?</p> <p>Private parts in private places – To know where are you allowed to take off clothes or touch your private body parts?</p> <p><u>Resources</u></p> <p><u>-The Body Project</u></p> <p><u>Dimensions workscheme</u></p> <p>-Talk PANTS & Join Pantosaurus – https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/ PANTS: The Underwear Rule. With the help of the friendly dinosaur Pantosaurus, PANTS is a simple way to talk to the pupils about staying safe from sexual abuse</p>	<p>To be able to name some of the changes that happen in puberty. To be able to list some changes that happen to a boys and a girl's body. To know why these body changes need to happen. To be able to feel how these changes might make you feel. To know why girls start to have periods.</p> <p><u>Resources</u></p> <p><u>-The Body Project</u></p> <p><u>Dimensions workscheme</u></p> <p>Where can you find out more?</p> <ul style="list-style-type: none"> ▶ BBC http://www.bbc.co.uk/programmes/articles/bwytJQcDBXDfLGIVb0vHCK/category-sex-relationships ▶ Brook https://www.brook.org.uk/ ▶ https://www.twin.kl.co.uk/teaching-wiki/puberty <p><u>Body project-</u> 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-</p>
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<p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p> <p>Includes - Likes and dislikes. Making friends. Fairness. The Family. Looking after the pennies. Feeling happy. What am I good at? Setting goals. Working together. Jobs.</p> <p><u>Resources</u> Work sheets from Looking at Citizenship and PSHE book Staff developed worksheets. Question and answers, written work, role play, peer and self-assessment.</p> <p>Key Questions / tasks: Carry out a class survey to find out which television programme is the most popular and which is the least popular. Have a class discussion on why certain people dislike certain foods. Make a list of what kind of things people need to consider when choosing their</p>	<p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p> <p>Includes - Likes and dislikes. Making friends. Fairness. The Family. Looking after the pennies. Feeling happy. What am I good at? Setting goals. Working together. Jobs.</p> <p><u>Resources</u> Work sheets from Looking at Citizenship and PSHE book Staff developed worksheets. Question and answers, written work, role play, peer and self-assessment.</p> <p>Key Questions / tasks: Carry out a class survey to find out which television programme is the most popular and which is the least popular. Have a class discussion on why certain people dislike certain foods. Make a list of what kind of things people need to consider when choosing their</p>	<p>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>Includes -</u> 1-On the road / Wearing a helmet 2-Can you see me? / Safe place to cross 3-Road safety 4-River and canal safety 5-At the swimming pool / At the seaside 6-In the country</p> <p><u>Resources</u> Work sheets from Looking at Citizenship and PSHE book Staff developed worksheets. Question and answers, written work, role play, peer and self-assessment.</p>	<p>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>Includes -</u> 1-On the road / Wearing a helmet 2-Can you see me? / Safe place to cross 3-Road safety 4-River and canal safety 5-At the swimming pool / At the seaside 6-In the country</p> <p><u>Resources</u> Work sheets from Looking at Citizenship and PSHE book Staff developed worksheets. Question and answers, written work, role play, peer and self-assessment</p>		<p>5 to be used if deemed appropriate by the delivering teacher.</p>
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