



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.

Subject Personal Development / SMSC *Subjects/Lessons weekly* **8E - Explorer Curriculum – 3 Lessons Weekly**

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: <u>Healthy Ways</u></p> <p><u>Knowledge</u> This topic focuses on the importance of keeping healthy, how your body works and the kind of emotional changes that take place during puberty. It examines issues such as drugs, alcohol and smoking and the importance of developing a healthy lifestyle. It looks at how we use safe drugs to cure illnesses and touches on personal safety and who pupils should turn to if they find themselves</p>	<p>Topic: <u>Healthy Ways</u></p> <p><u>Knowledge</u> This topic focuses on the importance of keeping healthy, how your body works and the kind of emotional changes that take place during puberty. It examines issues such as drugs, alcohol and smoking and the importance of developing a healthy lifestyle. It looks at how we use safe drugs to cure illnesses and touches on personal safety and who pupils should turn to if they find themselves</p>	<p>Topic: <u>Managing your Money</u></p> <p><u>Knowledge</u> This topic will help young people understand more fully financial matters that they might come across in their everyday lives. It also looks at the many issues that crop up when using the Internet. The material will help build their confidence and make them more aware of the world they live in.</p>	<p>Topic: <u>Managing your Money</u></p> <p><u>Knowledge</u> This topic will help young people understand more fully financial matters that they might come across in their everyday lives. It also looks at the many issues that crop up when using the Internet. The material will help build their confidence and make them more aware of the world they live in.</p>	<p>Topic: <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>What skills will</p>	<p>Topic: <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>What skills will</p>

<p>in a threatening situation.</p> <p><u>Includes</u> Keeping healthy. Solvent abuse. What are drugs? Making choices. Say no to smoking. The side effects of smoking. Keeping fit. Looking after your body.</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:</p>	<p>in a threatening situation.</p> <p><u>Includes</u> 1-How does your body work? 2-Personal safety 3-How to get help 4-What is alcohol? / What does alcohol do to you? 5-What can I drink? / Why people don't drink 6-Managing my life</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>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making:</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>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>To understand how a baby is made? To be able to name</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>To know what puberty is To be able to name some of the changes that</p>
--	--	---	---	--	---

<p>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>Key Questions</p> <p>1- Name a selection of healthy foods and make a display of them. 2- What are the dangers of solvent abuse? Using the letters of SOLVENT make up a song or rap on why they can be dangerous. 3- Is it important to have drugs and why? Make a list of places locally where you can buy medicines. Mark them on a plan. 4- Why are friends important? Get the pupils to draw some of the people who might be able to help them make a choice. 5- Do the pupils know anyone that smokes in the school? Get them to make a set of questions they could ask people about</p>	<p>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>Key Questions / tasks:</p> <p>1- Can you name a selection of common illnesses eg sore throat, cold. Can you find out what you need to either cure these illnesses or help relieve the symptoms. 2- What do they do to make sure that they are as safe as possible? Make a map of the area marking in red some of the unlit areas and possible danger points. 3-How are CCTV cameras being used to help with personal safety? 4- Who could help you if you found yourself in difficulty. Split the class into groups and get each group to produce a short play about someone who</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>Assessment outcome:</p> <p>Pupil record sheet (from Citizenship and PSHE book) Questioning Completion of related worksheets</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>Assessment outcome:</p> <p>Pupil record sheet (from Citizenship and PSHE book) Questioning Completion of related worksheets</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' 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>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/bwytJQcDBXDfLGIVb0yHcK/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 1-5 to be used if deemed appropriate by the</p>
---	---	--	---	--	---

<p>the dangers of smoking. Discuss whether or not people should be allowed to smoke at work. 6- Why is swimming good for you?</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>gets into difficulty and asks for help. 5-Discuss what five rules pupils should follow if they go out with friends. 6- What might too much alcohol might do to you physically. Look at some of the adverts produced to promote alcoholic drinks? Now make up an advert on the dangers of drinking. Ask the pupils what might happen if their parent or carer found that they had been drinking. 7- How might a family spend their money eg food, rent, petrol. Investigate how old you need to be to drive and what kind of things you will need to do to get a licence.</p> <p><u>Resources</u> Looking at Citizenship and PSHE book Staff developed worksheets. Question and answers, written work, role play, peer and self-assessment</p>				<p>delivering teacher.</p>
<p>Assessment outcome:</p> <p>Pupil record sheet (from Citizenship and PSHE book) Questioning</p>	<p>Assessment outcome:</p> <p>Pupil record sheet (from Citizenship and PSHE book) Questioning</p>			<p>Assessment outcome:</p> <p>Questioning, peer assessment Completion of related worksheets</p>	<p>Assessment outcome:</p> <p>Questioning, peer assessment Completion of related worksheets</p>

