



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.

10N - Navigator Curriculum – Personal Development / 5 Lessons weekly

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
	<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level – Unit</u> 110231</p> <p><u>Suggested Key Questions:</u> Can you give examples of peer pressure? Are you aware that illness can be mental or physical? Can you explain what mindfulness is and how it can help to reduce stress? Can you give examples of coping strategies for people with anxiety?</p> <p><u>Key Skills and Knowledge:</u> What skills will</p>	<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level – Unit</u> 110231</p> <p><u>Suggested Key Questions:</u> Can you identify different emotions? Do you know how to manage emotional experiences? What is the difference between verbal and physical bullying? Can you explain what mindfulness is and how it can help to reduce stress? Can you give examples of coping strategies for people with anxiety?</p>	<p>Topic: Emotional Wellbeing</p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level – Unit</u> 110231</p> <p><u>Suggested Key Questions:</u> Can you identify different emotions? Do you know how to manage emotional experiences? What is the difference between verbal and physical bullying? Can you explain what mindfulness is and how it can help to reduce stress? Can you give examples of coping strategies for people with anxiety?</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level – Unit</u> 111060</p> <p><u>Suggested Key Questions:</u> Can you communicate the name of a friend, a family member and any other person with whom a different relationship exists? Can you identify three examples of when a relationship changes to a negative one? Can you recognise, from given material, a sexual relationship?</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level 3 – Unit</u> 111060 <u>Level 1</u> Unit LEVEL 1 –</p> <p><u>Suggested Key Questions:</u> Do you recognise three physical differences between males and females at puberty? Can you recognise appropriate body space in close and formal relationships? Can you recognise that an egg and a</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level – Unit</u> 111060</p> <p><u>Suggested Key Questions:</u> Can you identify three people who could support them if they needed help? Do you know how to check oneself for breast or testicular cancer? Can you recognise, from given material, the difference</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><u>Key Skills and Knowledge:</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><u>Key Skills and Knowledge:</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>Can you indicate how the relationship between a child and a parent/carer changes from birth to adulthood? Can you outline three qualities of good parenting/caring?</p> <p><u>Key Skills and Knowledge:</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</p>	<p>sperm make a baby?</p> <p>Can you identify three changes which may take place in a relationship with a partner?</p> <p>Can you identify three different methods of contraception?</p> <p><u>Key Skills and Knowledge:</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>between appropriate body space in close and in formal relationships? Can you state the legal age for sexual intercourse?</p> <p>Can you locate the main parts of both the male and female reproductive systems. Outline the main stages of reproduction and birth.</p> <p><u>Key Skills and Knowledge:</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>
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<p>Links to Gatsby benchmarks</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.</p>

