



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.

11N - 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: Unit 73934 – Exploring values in personal and everyday life (British Values)</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Can you outline the key features of democracy? 2.Can you give examples of democratic practices used in familiar settings? 3.Do you know about the rule of law? <p>Key Skills and Knowledge: An understanding of British Values can help learners' self-</p>	<p>Topic: Unit 73934 – Exploring values in personal and everyday life (British Values)</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Can you identify common punishments for breaking the law? 2. Do you know about individual liberty? 3.Can you state the difference between 'individual liberty' and 'freedom to do anything you want'? 	<p>Topic: Unit 73934 – Exploring values in personal and everyday life (British Values)</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Can you identify different faiths held by groups of people in Britain? 2.Can you give examples of ways that people can show mutual respect and tolerance of different faiths and beliefs in familiar settings? 3.Do you know about extremism? 4.Can you identify different extremist groups? 	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level 3 – Unit 111060 Level 1</u> Unit LEVEL 1 – PSE014</p> <p>Suggested Key Questions:</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? Can you identify three changes which may take place in a relationship with a partner?</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level 3 – Unit 111060 Level 1</u> Unit LEVEL 1 – PSE014</p> <p>Suggested Key Questions:</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? Can you identify</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p><u>AQA UNIT AWARD SCHEME</u> <u>Entry Level 3 – Unit 111060 Level 1</u> Unit LEVEL 1 – PSE014</p> <p>Suggested Key Questions:</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? Can you identify three changes which may</p>

<p>development, aid their employability, contribute positively to safeguarding and help you build a cohesive community.</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><u>Key Skills and Knowledge:</u> An understanding of British Values can help learners' self-development, aid their employability, contribute positively to safeguarding and help you build a cohesive community.</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><u>Key Skills and Knowledge:</u> An understanding of British Values can help learners' self-development, aid their employability, contribute positively to safeguarding and help you build a cohesive community.</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>Can you recognise, from given material, the difference between appropriate body space in close and in formal relationships? Can you state the legal age for sexual intercourse?</p> <p><u>Key Skills and 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> 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</p>	<p>three changes which may take place in a relationship with a partner? Can you recognise, from given material, the difference between appropriate body space in close and in formal relationships? 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		<p>resolution after consideration of issues or facts.</p>		<p>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>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>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>
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Gatsby benchmarks	<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>
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