



Discovery

Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

Subject Personal Development/ SMSC 3D Discovery Curriculum

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: <u>Personal Safety</u></p> <p>Suggested Key Questions: 1- Do you know of any safe and unsafe places in your area? - Draw a map of your local area and mark in green the safe places to go and in red the unsafe places. Write down the reasons why you have picked these particular spots. 2-Do you know the safest route from your school to home? 3-Can you think of ways to protect your mobile phone. 4-What kind of people might you trust? What qualities should they possess and what criteria would you use when choosing them?</p>	<p>Topic: <u>Personal Safety</u></p> <p>Suggested Key Questions: 1-Can you name some of the the dangers of carrying a gun? Then write a poem of how a problem could have been solved without a gun. Write a song or rap on gun crime. 2-What sort of danger could there be when going out at night? Can you Make a class list of things you should do if you were to go out during the evening. 3- Work out some different strategies to deal with this kind of abuse. Write down a list of the most popular strategies. Will</p>	<p>Topic: <u>Respect and feelings</u></p> <p>Suggested Key Questions: Are you aware of different faiths? Can you tell the difference between bullying and teasing? Who are your real friends? Who can you trust? How can you help somebody settle into a new environment? Name three things that make you happy? Who can you talk to if you are unhappy or sad? Can you give some examples of respect? Why is it important to respect other peoples point of view?</p>	<p>Topic: <u>Respect and feelings</u></p> <p>Suggested Key Questions: Who can you trust? Name three things that make you happy? Who can you talk to if you are unhappy or sad? Can you give some examples of respect? Why is it important to respect other peoples point of view?</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p>Topic 1: Public and Private</p> <p>Suggested Key Questions: Topic 1: Public and Private 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 your child about staying safe from sexual abuse Do you know how</p>	<p>Topic: <u>Sex and Relationship Education</u></p> <p>Topic 2: Puberty and Body Changes part 1</p> <p>Suggested Key Questions: Topic 2: Puberty and Body Changes part 1 Can you name some body parts on a blank body outline? Do you know how your body changes as you get older? Can you name some of the changes that happen in puberty? Can you discuss some of the changes that happen to a boys and a girls body? How might these changes make you feel? Do you know why girls start to have periods?</p>

	<p>What can you do if you are unsure of someone?</p> <p>5-how could you decide on whether a place is safe or not?</p> <p>6-Can you name some dangers of carrying knives. Using figures obtained from the Internet construct some graphs to show how many knife crimes have been committed over the past few years. Work out if there has been an increase or a decline in the UK over the past year.</p> <p><u>Key Skills and Knowledge:</u></p> <p>This topic concentrates on a number of different aspects and issues relating to personal safety. It examines a range of current issues including the carrying of guns and knives. It also investigates ways in which young people can protect themselves in chat rooms and on the Internet. There are also several sections on travelling and being on your own.</p> <p>Pupils will be able to name places where they feel safe.</p> <p>-Pupils have a</p>	<p>they always work or do they sometimes need to be modified? Why?</p> <p>4-How might you be able to protect themselves when alone at night?</p> <p>5-Can you name a danger from using the internet? Create a web site that advises and helps Internet users to surf the web safely. Give the site a memorable name and then design a set of pages that would be useful.</p> <p>6-Do you know anybody who has been bullied on social media? Investigate some of the Internet sites that deal with this problem. Make up a set of ten rules that could be followed to avoid being bullied in this way. Discuss the rules with the class and then make a final list</p> <p><u>Key Skills and Knowledge:</u></p> <p>This topic concentrates on a number of different aspects and issues relating to personal safety. It examines a range of current issues including the carrying of guns and knives. It also investigates ways in which young people</p>	<p><u>Key Skills and Knowledge:</u></p> <p>This topic investigates our feelings and the respect we should have for not only others feelings but also their culture and customs. It raises issues such as how to cope with bullying and the importance of trust and real friendship. It looks at ways in which young people are able to take on more and more responsibility as they get older and the importance of developing a caring attitude. It examines how they can get on with the adult world. Pupils are also introduced to the kind of agencies which can provide support as they get older.</p> <p>Pupils are beginning to develop some awareness about the importance of trust and real friendship.</p> <p>Pupils are able to take on more and more responsibility and develop a caring attitude.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills</p>	<p><u>Key Skills and Knowledge:</u></p> <p>This topic investigates our feelings and the respect we should have for not only others feelings but also their culture and customs. It raises issues such as how to cope with bullying and the importance of trust and real friendship. It looks at ways in which young people are able to take on more and more responsibility as they get older and the importance of developing a caring attitude. It examines how they can get on with the adult world. Pupils are also introduced to the kind of agencies which can provide support as they get older.</p> <p>Pupils are developing their ability to get on with the adult world.</p> <p>Pupils have some awareness that there are agencies which can provide support as they get older</p> <p>What skills will students develop?</p>	<p>babies are made? Can you name any private parts of the body? Can you think of any places where you feel safe? Which parts of the body do you not let people touch you and why? Private parts in private places - Where are you allowed to take off clothes or touch your private body parts?</p> <p><u>Key Skills and Knowledge:</u></p> <p>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>Pupils have a knowledge of how babies are made.</p> <p>Pupils will be able to name private parts</p>	<p><u>Key Skills and Knowledge:</u></p> <p>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>Pupils are developing a knowledge of how to stay safe from sexual abuse</p> <p>Pupils will have some knowledge of parts of the body that you do not let people touch you and why.</p> <p>Pupils will have an understanding of the differences between private and public places.</p> <p>Pupils will have an understanding of some of the changes that happen in puberty to a boys and a girls body and why.</p>
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	<p>knowledge of some issues relating to personal safety and have an awareness of dangers that can be found in the home and in the garden</p> <p>-Pupils are aware that guns and knives can be dangerous and will have had training on these dangers and aware of the dangers of gangs and large groups.</p> <p>-Pupils have a knowledge of internet and social media safety including cyberbullying and sexting.</p> <p>-Pupils have an understanding that travelling and being on your own can be unsafe.</p>	<p>can protect themselves in chat rooms and on the Internet. There are also several sections on travelling and being on your own.</p> <p>-Pupils are aware that there should be respect for all cultures, religions and customs.</p> <p>-Pupils have an understanding of ways to cope with bullying in firm and strong manner.</p> <p>-Pupils are aware of some of the qualities of a good friend.</p> <p>Pupils will be able to name some place that are unsafe and unsafe</p>	<p>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>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>of the body and why they are private.</p> <p>Pupils have a knowledge of body parts and hygiene.</p> <p>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:</p>	<p>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>
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Links to Gatsby Benchmarks:	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>	<p>3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces</p> <p>Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and</p>

