

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.

4D Discovery Curriculum - Personal Development / 3 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
	Topic:	Topic:	Topic: Unit 108418	Topic:	Topic:	Topic:
	Unit 81319 Healthy lifestyles and emotional wellbeing	Unit 81319 Healthy lifestyles and emotional wellbeing	Personal Hygiene	<u>Unit 111059</u>	<u>Unit 111059</u>	<u>Unit 111059</u>
	AQA UNIT	AQA UNIT AWARD	AQA UNIT AWARD SCHEME	relationships and sex education (unit 1)	relationships and sex education (unit 1)	relationships and sex education (unit 1)
	AWARD SCHEME PRE-ENTRY LEVEL	SCHEME PRE-ENTRY LEVEL -	PRE-ENTRY LEVEL - Suggested Key	AQA UNIT AWARD SCHEME	AQA UNIT AWARD SCHEME	AQA UNIT AWARD SCHEME
	Suggested Key Questions:	Suggested Key Questions:	Questions: What are the 5 parts of	PRE-ENTRY LEVEL – 111062 AND 110600	PRE-ENTRY LEVEL –	PRE-ENTRY LEVEL –
	What is meant by emotional wellbeing?	What are some examples of emotional	emotional wellbeing? How can you express	Suggested Key	Suggested Key Questions:	Suggested Key Questions:
	What are the features of emotional wellbeing? How can your diet affect	wellbeing? What affect can exercise have on how	your feelings to others? Can you list your good points?	Questions: Can you locate the main parts of both the	Can you outline three qualities of good parenting/caring?	Can you outline the work of an organisation where
	the way you feel? Who can you ask for help if	you feel? Can you give examples	Where can you get self help?	male and female reproductive systems?	Can you identify three changes which may	advice on relationships and contraception can be
	you are feeling low?	of how to relax?	Key Skills and	Can you outline the main stages of	take place in a relationship with a	obtained. Can you state the
	Key Skills and	Key Skills and Knowledge:	Knowledge: Be able to identify emotions and know	reproduction and birth? Can you outline briefly the use and	partner? Can you recognise, from given material, the	symptoms and treatment of three different types of sexually transmitted
	Knowledge: Pupils will develop their	Be able to identify emotions and know	how to manage emotional experiences	effectiveness of three methods of	difference between appropriate body space	infection. Can you indicate how the
	understanding of how to identify emotions and will	how to manage emotional experiences	Know about bullying Know about peer	contraception in a healthy relationship?	in close and in formal relationships?	transmission of sexually transmitted infections
	be developing their understanding of how to manage emotional	Know about bullying Know about peer pressure	pressure Know that illness can be mental or physical	Can you indicate how the relationship between a child and a	Can you state the legal age for sexual intercourse?	can be prevented.
	experiences.	Know that illness can be mental or physical	what mindfulness is and how it can help to	parent/carer changes from birth to	incroduise:	Key Skills and Knowledge:
	Pupils will develop their understanding of ways to	what mindfulness is and how it can help to	reduce stress Coping strategies	adulthood?	Key Skills and	-Pupils to be able to
	cope with bullying and will know who to help if they are victims of bullying.	reduce stress Coping strategies :Students develop the	:Students develop the skills required to deal effectively with	Key Skills and Knowledge:	Knowledge: -Pupils to develop their	outline the main stages of reproduction and birth.

- -Pupils will develop their knowledge of peer pressure and how it affects other pupils.
- Pupils will Know that illness can be mental or physical. They will have an understanding of what mindfulness is and how it can help to reduce stress Coping strategies: Students develop some skills required to deal effectively with difficulties including stress and anxiety
 -Pupils to recognise two
- Pupils to recognise two negative feelings that should not be in a relationship.

should be in a relationship.

positive feelings that

- -Pupils to be able to identify three people who could support them if they needed help?
- -Pupils to be able to state the legal age for sexual intercourse.
- -Pupils to be able to outline three qualities of good parenting/caring.

What skills will students develop?

Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.

Discussion: Students know how to talking about something in order to reach a decision or to skills required to deal effectively with difficulties including stress and anxiety

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Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.

Debate: Students understand how to engage in an effective formal discussion on a particular matter.

Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.

Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.

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Pupils will develop their understanding of the names of the reproductive parts of the male and female body.

-Pupils to be able to recognise at least two changes in a male and female during puberty.

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.

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understanding of the birth process.

-Pupils to be able to communicate how two methods of contraception work.

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Questioning: Students know how to question so as to elicit information in a manner which does not -Pupils to be able to give the name of an organisation where advice on relationships and contraception can be obtained.

-Pupils to have some knowledge of how the transmission of sexually transmitted infections can be prevented.

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cause offence. exchange ideas in a civil Discussion: Students about something in a manner which does not order to reach a Questioning: Students cause offence. manner. know how to talking know how to question about something in decision or to Decision making: Debate: Students order to reach a exchange ideas in a so as to elicit Students understand Decision making: Students understand understand how to engage decision or to civil manner. information in a how to reach a exchange ideas in a in an effective formal manner which does not conclusion or how to reach a Debate: Students discussion on a particular civil manner. cause offence. resolution after conclusion or resolution understand how to consideration of issues after consideration of matter. Debate: Students engage in an effective Decision making: or facts. issues or facts. Students understand Questioning: Students formal discussion on a understand how to know how to question so Coping strategies: engage in an effective particular matter. how to reach a Coping strategies: as to elicit information in a formal discussion on a conclusion or Students develop the Students develop the manner which does not particular matter. Questioning: Students resolution after skills required to deal skills required to deal cause offence. know how to question consideration of issues effectively with effectively with difficulties Questioning: Students so as to elicit difficulties including or facts. including stress and Decision making: Students know how to question information in a stress and anxiety. anxiety. understand how to reach a so as to elicit manner which does not Coping strategies: conclusion or resolution information in a cause offence. Students develop the after consideration of manner which does not skills required to deal issues or facts. cause offence. Decision making: effectively with Students understand difficulties including Decision making: how to reach a stress and anxiety. Students understand conclusion or how to reach a resolution after conclusion or consideration of issues resolution after or facts. consideration of issues or facts.

Links to Gatsby	3. Addressing the needs of	Addressing the	Addressing the	Addressing the	Addressing the	3. Addressing the needs
Benchmarks:	each pupil	needs of each pupil	needs of each pupil	needs of each pupil	needs of each pupil	of each pupil
	Encounters with	Encounters with	Encounters with	Encounters with	Encounters with	Encounters with
	employers and employees	employers and	employers and	employers and	employers and	employers and
	6. Experiences of	employees	employees	employees	employees	employees
	workplaces	6. Experiences of	Experiences of	Experiences of	Experiences of	6. Experiences of
		workplaces	workplaces	workplaces	workplaces	workplaces
	Workshops and chance to					
	meet professionals from	Workshops and chance	Workshops and chance	Workshops and chance	Workshops and chance	Workshops and chance
	the Loudmouth group	to meet professionals	to meet professionals	to meet professionals	to meet professionals	to meet professionals
	(RSE)	from the Loudmouth	from the Loudmouth	from the Loudmouth	from the Loudmouth	from the Loudmouth
	Pupils to experience visits	group (RSE)	group (RSE)	group (RSE)	group (RSE)	group (RSE)
	to workplaces, eg -	Pupils to experience	Pupils to experience	Pupils to experience	Pupils to experience	Pupils to experience
	Safeside Centre where	visits to workplaces, eg	visits to workplaces, eg -			
	they will meet employees,	 Safeside Centre 	Safeside Centre where			
	further develop their	where they will meet	they will meet			
	knowledge of work roles	employees, further	employees, further	employees, further	employees, further	employees, further
	and responsibilities and	develop their	develop their	develop their	develop their	develop their knowledge
	workplaces.	knowledge of work	knowledge of work	knowledge of work	knowledge of work	of work roles and
		roles and	roles and	roles and	roles and	responsibilities and
		responsibilities and	responsibilities and	responsibilities and	responsibilities and	workplaces.
		workplaces.	workplaces.	workplaces.	workplaces.	