



Explorer

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.

6.5 - Explorer Curriculum – Personal Development / SMSC - 3 Lessons weekly (Lesson 1)

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: TALKABOUT Developing Self Awareness and Self Esteem - <u>Suggested Key Questions:</u> Can you find out which television programme is the most popular and which is the least popular in your class? Can you find out why certain people dislike certain foods? What kind of things do people need to consider when choosing their friends. What are your likes and dislikes? Can you name family or friends who have helped you in any way? <u>Key Skills and Knowledge:</u> Develop social and	Topic: SEX AND RELATIONSHIP EDUCATION <u>Suggested Key Questions</u> Can you link emotions to different events? Can you identify two stressful situations and explain how each could be managed? Can you identify three ways to improve self-confidence? Do you recognise that bullying can be both physical and non-physical. Can you communicate an assertive attitude to bullying? Can you outline the work of one agency that supports the victims of bullying? Can you give examples to show how peer	Topic: SEX AND RELATIONSHIP EDUCATION <u>Suggested Key Questions</u> Stages of intimacy Can you state what some of the expectations might be of having a girl / boyfriend? What can happen if couples increase their levels of intimacy ? Can you explain why people have the right not to have intimate relationships until ready? Consent What is consent? Why is it important that somebody does not feel pressurised into a sexual	Topic: SEX AND RELATIONSHIP EDUCATION <u>Suggested Key Questions</u> Do you know the difference between sex, gender identity and sexual orientation? How can you relate better to people of different gender, sex and sexual orientation? Do you know some of the LGBT vocabulary definitions? Pornography - What can be the impact of viewing harmful content? How can pornography affect the way people see	Topic: Non-accredited units - FGM, Domestic violence, forced marriage, extremism, British Values and community cohesion. water safety, sexting, cyber bullying <u>Suggested Key Questions</u> Do you know that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail? Do you know what is FGM? -How can domestic violence happen? -Can domestic violence happen to males and females? -Do you know what the term 'radicalised' means?	Topic: Non-accredited units - FGM, Domestic violence, forced marriage, extremism, British Values and community cohesion. water safety, sexting, cyber bullying <u>Suggested Key Questions</u> Can you say how information and data is generated, collected, shared and used online? -Do you know what is FGM? -How can domestic violence happen? -Can domestic violence happen to males and females? -Do you know what the term 'radicalised' means? --Can you name some British values?

	relationship skills including: focussing on self-awareness and self-esteem, body language, conversational skills, friendship skills and assertiveness 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 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. <u>Key Questions</u>	pressure works?can you identify the main difference between a physical and a mental illness? <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. <u>Skills</u> 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 exchange ideas in a civil manner. Debate: Students understand how to	relationship? something is not 'consent' Do you know what the law is in relation to consent? <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. 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 exchange ideas in a	themselves in relation to others and negatively affect how they behave towards sexual partners? <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. 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 exchange ideas in a civil manner.	--Can you name some British values? -What safety measures should you take when around water? -What is meant by 'cyber-bullying'? -What is 'sexting'? -How can sexting be dangerous? <u>Key Skills and Knowledge:</u> To deliver a fact based, young person centered comprehensive programme of British values and current issues within society to keep them informed and safe. -To help children develop as members of society. -To be concerned with issues such as right and wrong, fairness, democracy and equality. -To think and talk about concerns in their own lives and the lives of others around them. - To develop social skills. -To be aware of the rules for a safe and healthy lifestyle. -	-What safety measures should you take when around water? -What is meant by 'cyber-bullying'? -What is 'sexting'? -How can sexting be dangerous? <u>Key Skills and Knowledge:</u> To deliver a fact based, young person centered comprehensive programme of British values and current issues within society to keep them informed and safe. -To help children develop as members of society. -To be concerned with issues such as right and wrong, fairness, democracy and equality. -To think and talk about concerns in their own lives and the lives of others around them. - To develop social skills. -To be aware of the rules for a safe and healthy lifestyle.
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		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. Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety	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. Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety	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. Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety		
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Links to Gatsby Benchmarks:	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 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 responsibilities and workplaces.
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