



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.

Subject **Personal Development/ SMSC Subjects/Lessons weekly**
7E - Explorer Curriculum – 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
	<p><u>Topic:</u> <u>Making a start</u></p> <p><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?</p> <p><u>Key Skills and Knowledge:</u> This book looks at pupils likes and dislikes and what is fair. It gets them to</p>	<p><u>Topic:</u> <u>Making a start</u></p> <p><u>Suggested Key Questions:</u> Can you suggest ways to make friends? What makes you feel happy? What things are you good at? Can you set goals for your future? Do you know how to budget?</p> <p><u>Key Skills and Knowledge:</u> This book looks at pupils likes and dislikes and what is fair. It gets them to think about themselves and examine what they are good at. It also investigates jobs, savings and how to be positive. They will be given the opportunity to discuss</p>	<p><u>Topic:</u> <u>Safety</u></p> <p><u>Suggested Key Questions:</u> <u>Includes -</u> Why is it important to wear a helmet when cycling? What makes a safe place to cross? Can you name other factors in road safety? Can you name some factors in river and canal safety? What dangers are there at the swimming pool.</p> <p><u>Key Skills and Knowledge:</u> This topic focuses on a range of safety issues and also how to deal with emergencies should they arise. It</p>	<p><u>Topic:</u> <u>Safety</u></p> <p><u>Suggested Key Questions:</u> How do you keep safe at the beach? What is the importance of safety? What is safety example? What is personal safety? What are four risks of personal safety?</p> <p><u>Key Skills and Knowledge:</u> This topic focuses on a range of safety issues and also how to deal with emergencies should they arise. It examines a number of risk areas and explains how to deal with those risks,</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u></p> <p><u>Topic 1: Public and Private</u></p> <p><u>Suggested Key Questions:</u> Do you know how a baby is made? Can you name other private parts of the body? Do you know what are public and private places? Can you give examples of 'good touch and 'bad touch'? Private parts in private places – Can you state where you are allowed to take off clothes or touch your private body parts?</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u></p> <p><u>Topic 2: Puberty and Body Changes part 1</u></p> <p><u>Suggested Key Questions:</u> Can you say what puberty is? Can you name some of the changes that happen in puberty? Can you list some changes that happen to a boys and a girl's body? Do you know why these body changes need to happen? How would you these changes make you feel? To know why girls start to have periods.</p>

	<p>think about themselves and examine what they are good at. It also investigates jobs, savings and how to be positive. They will be given the opportunity to discuss rules in and out of school and how they might respect their environment. Concentrating very much on themselves and the community this book paves the way for the other books in the series. As pupils begin to grow and develop they need to examine their roles and ways in which they interact with others in school and outside.</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</p>	<p>rules in and out of school and how they might respect their environment. Concentrating very much on themselves and the community this book paves the way for the other books in the series. As pupils begin to grow and develop they need to examine their roles and ways in which they interact with others in school and outside.</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</p>	<p>examines a number of risk areas and explains how to deal with those risks, assess situations and know what to do. This will help to develop a safer lifestyle and allows students to take a more active role as citizens. They can learn more about the choices they can make in certain situations and how they can develop their thinking skills through evaluation and enquiry. It encourages them to be more informed and better citizens whilst developing their skills of responsible action. It helps to increase students' self-confidence and makes them more aware of their duties as citizens. The activities included intended to be used either with individuals, groups or a whole class.</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</p>	<p>assess situations and know what to do. This will help to develop a safer lifestyle and allows students to take a more active role as citizens. They can learn more about the choices they can make in certain situations and how they can develop their thinking skills through evaluation and enquiry. It encourages them to be more informed and better citizens whilst developing their skills of responsible action. It helps to increase students' self-confidence and makes them more aware of their duties as citizens. The activities included intended to be used either with individuals, groups or a whole class.</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</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.</p> <p>- 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>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><u>Key Skills and Knowledge:</u></p> <p>To deliver a fact based, young person centered comprehensive programme of sex and relationships education.</p> <p>- 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>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</p>
--	--	---	---	--	---	--

	<p>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 stress and anxiety.</p>	<p>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>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 stress and anxiety.</p>	<p>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 stress and anxiety.</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 stress and anxiety.</p>	<p>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 stress and anxiety.</p>
--	---	---	--	--	---	---

<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>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.</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 responsibilities and workplaces.</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 responsibilities and workplaces.</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 responsibilities and workplaces.</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 responsibilities and workplaces.</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 responsibilities and workplaces.</p>
---	--	--	--	--	--	--

