



Venture

Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

7V - Venture Curriculum – PDV/Emotional Well-being

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
	<p><u>Topic: Team building</u></p> <p><u>Suggested Key Questions:</u> What is team building used for? Why is team building important and beneficial? What does team building improve?</p> <p><u>Key Skills and Knowledge:</u> aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules Demonstrate behaviour that contributes to fair play.</p>	<p><u>Topic: Social Well-being/interaction</u></p> <p><u>Suggested Key Questions:</u> What Makes a person unique? What makes a good friend? Why is it important to follow key values? What does being equal mean? How can we contribute to our school community?</p> <p><u>Key Skills and Knowledge:</u> Recognise that each individual has a unique blend of abilities and needs. Contribute to making my school community</p>	<p><u>Topic: Physical well-being</u></p> <p><u>Suggested Key Questions:</u> Why is physical well-being important? What are the links between the energy I use while being physically active, the food I eat, and my health and wellbeing? Explain why the need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity is important.</p> <p><u>Key Skills and Knowledge:</u> developing my understanding of the human body and can</p>	<p><u>Topic: Self-Esteem</u></p> <p><u>Suggested Key Questions:</u> What is self-esteem? What causes low self-esteem? Who can help if a person as low self-esteem? How can low self-esteem affect a person?</p> <p><u>Key Skills and Knowledge:</u> Develop an understanding and ways to improve low self-esteem. E.g Recognise what you're good at We're all good at something, whether</p>	<p><u>Topic: Online communication</u></p> <p><u>Suggested Key Questions:</u> What are the types of online communication? What are the advantages and disadvantages of online communication? What are the effects of inappropriate online communication? How is a safe environment created for online users?</p> <p><u>Key Skills and Knowledge:</u> Understand the effects of unsafe</p>	<p><u>Topic: Anxiety and stress</u></p> <p><u>Suggested Key Questions:</u> What makes a person anxious? What are the types of anxiety? What are the signs of anxiety? What support is there to help cope with anxiety?</p> <p><u>Key Skills and Knowledge:</u> Develop an understanding of triggers surrounding anxiety and stress. Focus on coping strategies for anxiety and stress. e.g</p>

	<p>Explore activities to build upon relationships and working together. For e.g memory wall, traffic lights and trust walk</p> <p>https://www.unicefukidpower.org/fun-team-building-activities-for-kids/</p>	<p>one which values individuals equally and is a welcoming place for all. value the opportunities I am given to make friends and be part of a group in a range of situations.</p>	<p>use this knowledge to maintain and improve my wellbeing and health. Know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. Understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.</p>	<p>it's cooking, singing, doing puzzles or being a friend. Identify the positives within yourself and of those within your safe circle.</p> <p>Explore within your group the strengths and talents of each individual.</p>	<p>online communication. Know and can demonstrate how to be safe online.</p> <p>Explore the impact of negativity with online media.</p>	<p>Exercise, breathing techniques, eating healthy, positivity and time to talk.</p> <p>https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/tips-to-reduce-stress/</p>
<p>Links to Gatsby Benchmarks:</p>	<p>3. Addressing the needs of each pupil</p> <p>Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>3. Addressing the needs of each pupil</p> <p>Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>3. Addressing the needs of each pupil</p> <p>Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>3. Addressing the needs of each pupil 8 – Personal Guidance</p> <p>Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>3. Addressing the needs of each pupil 8 – Personal Guidance</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>3. Addressing the needs of each pupil</p> <p>Explore what they can do and build on those skills. Experiment and experience new skills.</p>