



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.

Subject Personal Development / SMSC *Subjects/Lessons weekly*

7V - Venture 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>Healthy Ways</u></p> <p><u>Suggested Key Questions:</u> 1- Name a selection of healthy foods and make a display of them. 2- What are the dangers of solvent abuse? Using the letters of SOLVENT make up a song or rap on why they can be dangerous. 3- Is it important to have drugs and why? Make a list of places locally where you can buy medicines. Mark them on a plan. 4-. Why are friends important? Get the pupils to draw some of the people who might be able to help them make a choice.</p>	<p><u>Topic:</u> <u>Healthy Ways</u></p> <p><u>Suggested Key Questions:</u> 1- Can you name a selection of common illnesses eg sore throat, cold. Can you find out what you need to either cure these illnesses or help relieve the symptoms. 2- What do they do to make sure that they are as safe as possible? Make a map of the area marking in red some of the unlit areas and possible danger points. 3-How are CCTV cameras being used to help with personal safety? 4- Who could help you if you found yourself in difficulty. Split the class into groups and</p>	<p><u>Topic:</u> <u>Managing your Money</u></p> <p><u>Suggested Key Questions:</u> Can you budget your weekly spending? Name different ways of saving? Why do you need to budget? Name some things you may want to save up for?</p> <p><u>Key Skills and Knowledge:</u> This topic will help young people understand more fully financial matters that they might come across in their everyday lives. It also looks at the many issues that crop up when using</p>	<p><u>Topic:</u> <u>Managing your Money</u></p> <p><u>Suggested Key Questions:</u> How are credit card details stolen? Do you know how to buy items online? How do you keep your financial details safe? Do you know how to buy items on credit?</p> <p><u>Key Skills and Knowledge:</u> This topic will help young people understand more fully financial matters that they might come across in their everyday lives. It also looks at the many issues that crop up when using</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u> <u>Topic 1: Public and Private</u></p> <p><u>Suggested Key Questions:</u> To understand how a baby is made? To be able to name other private parts of the body? To know what are public and private places? To be able to give examples of 'good touch and 'bad touch'? Private parts in private places – To know where are you allowed to take off clothes or touch your private body parts?</p> <p><u>Key Skills and Knowledge:</u> To deliver a fact based, young person centered</p>	<p><u>Topic:</u> <u>Sex and Relationship Education</u> <u>Topic 2: Puberty and Body Changes part 1</u></p> <p><u>Suggested Key Questions:</u> To know what puberty is To be able to name some of the changes that happen in puberty. To be able to list some changes that happen to a boys and a girl's body. To know why these body changes need to happen. To be able to feel how these changes might make you feel. To know why girls start to have periods.</p> <p><u>Key Skills and Knowledge:</u> To deliver a fact based,</p>

<p>5-. Do the pupils know anyone that smokes in the school? Get them to make a set of questions they could ask people about the dangers of smoking. Discuss whether or not people should be allowed to smoke at work.</p> <p>6- Why is swimming good for you?</p> <p><u>Key Skills and Knowledge:</u> This topic focuses on the importance of keeping healthy, how your body works and the kind of emotional changes that take place during puberty. It examines issues such as drugs, alcohol and smoking and the importance of developing a healthy lifestyle. It looks at how we use safe drugs to cure illnesses and touches on personal safety and who pupils should turn to if they find themselves in a threatening situation.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a</p>	<p>get each group to produce a short play about someone who gets into difficulty and asks for help.</p> <p>5-Discuss what five rules pupils should follow if they go out with friends.</p> <p>6- What might too much alcohol might do to you physically. Look at some of the adverts produced to promote alcoholic drinks? Now make up an advert on the dangers of drinking. Ask the pupils what might happen if their parent or carer found that they had been drinking.</p> <p><u>Key Skills and Knowledge:</u> This topic focuses on the importance of keeping healthy, how your body works and the kind of emotional changes that take place during puberty. It examines issues such as drugs, alcohol and smoking and the importance of developing a healthy lifestyle. It looks at how we use safe drugs to cure illnesses and touches on personal safety and who pupils should turn to if they find themselves in a threatening situation.</p>	<p>the Internet. The material will help build their confidence and make them more aware of the world they live in.</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</p>	<p>the Internet. The material will help build their confidence and make them more aware of the world they live in.</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</p>	<p>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 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</p>	<p>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 know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand</p>
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<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>
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