



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*

9V - Venture Curriculum – 4 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>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>Personal Safety</u></p> <p><u>Suggested Key Questions:</u> 1-Can you name some of the dangers of carrying a gun? Then write a poem of how a problem could have been solved without a gun. Write a song or rap on gun crime.</p> <p>2-What sort of danger could there be when going out at night? Can you Make a class list of things you should do if you were to go out during the evening.</p> <p>3- Work out some different strategies to deal with this kind of abuse. Write down a list of the most</p>	<p><u>Topic:</u> <u>Respect and feelings</u></p> <p><u>Suggested Key Questions:</u> Can you tell the difference between bullying and teasing? Who are your real friends? Who can you trust? Can you give some examples of respect? Why is it important to respect other peoples point of view?</p> <p><u>Key Skills and Knowledge:</u> This topic investigates our feelings and the respect we should have for not only</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: Sexual Orientation</u></p> <p><u>Suggested Key Questions:</u> What does Sexual Orientation mean? Can you explain what the terms Homosexual, Bisexual and Heterosexual, Transgender and LGBT mean? Can you discuss some of the different types of relationships? What does it mean to "go out" with someone? How do you tell someone if you don't want to go out with them any more? How would you approach breaking up</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>popular strategies. Will they always work or do they sometimes need to be modified? Why?</p> <p>4-How might you be able to protect themselves when alone at night?</p> <p>5-Can you name a danger from using the internet? Create a web site that advises and helps Internet users to surf the web safely. Give the site a memorable name and then design a set of pages that would be useful.</p> <p>6-Do you know anybody who has been bullied on social media? Investigate some of the Internet sites that deal with this problem. Make up a set of ten rules that could be followed to avoid being bullied in this way. Discuss the rules with the class and then make a final list</p> <p><u>Key Skills and Knowledge:</u></p> <p>This topic concentrates on a number of different aspects and issues relating to personal safety. It examines a range of current issues including the carrying of guns and</p>	<p>others feelings but also their culture and customs. It raises issues such as how to cope with bullying and the importance of trust and real friendship. It looks at ways in which young people are able to take on more and more responsibility as they get older and the importance of developing a caring attitude. It examines how they can get on with the adult world. Pupils are also introduced to the kind of agencies which can provide support as they get older.</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>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.</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>with someone?</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. - 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><u>Skills</u></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</p>
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	difficulties including stress and anxiety.	difficulties including stress and anxiety.	knives. It also investigates ways in which young people can protect themselves in chat rooms and on the Internet. There are also several sections on travelling and being on your own. Personal safety is an important part of a young person's development and as they grow and develop they need to be able to question and discuss a wide variety of topics. The book will provide a wide variety of opportunities for pupils to interact with their peers and members of the local community.	<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 difficulties including stress and anxiety.</p>	<p>issues or facts.</p> <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.</p>	<p>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 difficulties including stress and anxiety.</p>
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Links to Gatsby Benchmarks:	<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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