

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Subject Princes Trust 6 Subjects/Lessons weekly 10V - Venture Curriculum

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic:</p> <p>Personal Development -Entry Level 3</p> <p>https://assets.cfassets.net/en0c1bjgheo7/2HTxPSamb9aHDuB8gCt6w7/514f9ed35a0d9d03b23c0215c11427e0/Skills_and_Strengths_Session_Plan.pdf</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Be able to understand own personal development needs 1.1. Identify a personal strength 1.2. Identify an area for own personal development 2.Be able to plan own personal development 2.1. Set a target for personal development 2.2. State how you could meet this target. 3.. Be able to review own personal development. 3.1. Identify what you have achieved whilst working on your target. 	<p>Topic:</p> <p>Positive Well-Being- Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/73XcKGrbLkg8bKj0NbJ1rY</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Be able to understand what is meant by positive wellbeing. <ol style="list-style-type: none"> 1.1. State what is meant by positive wellbeing. 1.2. Give examples of situations that may affect your wellbeing. 1.3. State a personal strength in terms of your wellbeing. 1.3. Give an example of how your positive wellbeing could be improved by physical activity. 2.Participate in an activity which increases your confidence. 2.1. Provide evidence of own participation in an activity to increase your 	<p>Topic:</p> <p>Beating Peer pressure and building relationships.</p> <p>Level 1</p> <p>https://assets.cfassets.net/en0c1bjgheo7/1JeLDvqSM8Mk193GJ8lqPk/81d96bc89a42b2a3233eca670837be8c/Beating_peer_pressure_session_plan.pdf</p> <p>Suggested Key Questions:</p> <p>Understand how to recognise and celebrate the qualities that make us all unique.</p> <p>1.Understand healthy relationships.</p> <ol style="list-style-type: none"> 1.1. List characteristics of healthy relationships. 1.2. State ways to show respect to others to build a healthy relationship. <p>Develop a range of transferable skills including communication, teamwork, and creative</p>	<p>Topic:</p> <p>Healthy relationships- Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/6nATfxLFWmo15kWwnhVCSA</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 2.4. Identify when you have had a positive influence on others. 3.Develop healthy relationships with other people. 3.1. Participate in an activity which develops trust. 3.2. Obtain feedback to demonstrate you have shown respect to other people. 4.Review your relationships with others. 4.1. State how healthy relationships 	<p>Topic:</p> <p>Preparing for the world of work- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/7Fs5PAXIcwGU5wXNJAGeK</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Understand the value of work <ol style="list-style-type: none"> 1.1. Identify advantages of being in work 2.Understand the world of work <ol style="list-style-type: none"> 1.1. Identify different types of employment/work contracts 1.2. Give examples of different ways to undertake job search activities. 1.3. Identify the information given on a payslip 3.Understand the knowledge, skills and attributes that 	<p>Topic:</p> <p>Career Planning- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/5vA5WdHgTKPWaHzPimefo9</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1.Be able to recognise suitable jobs or training opportunities. 1.1. Give an example of a career option relevant to own skills and interests. 1.2. State the skills and qualities required for chosen career option. 1.3. State an advantage and a disadvantage of the chosen career option. 1.4. Identify job vacancies or training opportunities relevant to chosen career option. 2.Understand how to apply for jobs or training opportunities.

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<p>4. Be able to plan for future personal development.</p> <p>4.1. Give an example of a future target for personal development.</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to assess their strengths and weaknesses, to set manageable, achievable goals for work and/or personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. This process is about increasing learners’ resilience to change by encouraging them to focus on their future and demonstrate to themselves that they can achieve targets they set.</p>	<p>confidence.</p> <p>2.2. Outline how your confidence developed in a practical activity.</p> <p>3. Apply a helpful habit to help with negative thinking.</p> <p>3.1. Identify an example when negative thinking affected your confidence.</p> <p>3.2. Use a helpful habit to support yourself when you have experienced negative thinking.</p> <p>4. Be able to take action to improve own wellbeing.</p> <p>4.1. Give an example of an organisation and/or person who could provide information, advice or support for your own wellbeing.</p> <p>4.2. Set a target to improve your wellbeing</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit introduces learners to the ideas of positive wellbeing including self-esteem, managing emotions, feeling positive about life and how they can express their feelings. Learners will take part in activities designed to increase their</p>	<p>problem solving.</p> <p>Identify examples of peer pressure and techniques to counteract it in different situations.</p> <p>2. Understand how you are influenced by others.</p> <p>2.1. Identify people who influence you.</p> <p>2.2. Give an example of when you have experienced positive peer influence.</p> <p>2.3. Give an example of when you have experienced negative peer influence.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Encourage learners to explore different ways to build positive relationships with others in a variety of situations. They will develop important interpersonal skills like teamwork and communication, which will help them prepare for the future.</p> <p>Young people learn about the different ways they can build positive relationships with others and explores what peer pressure is and how it</p>	<p>support your positive wellbeing.</p> <p>4.2. Identify a helpful habit to deal with negative peer influence.</p> <p>4.3. State a way you will be a positive influence on others in future.</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit helps learners to understand how relationships affect and influence us – as well as how to develop and maintain healthy connections. Learners will take part in an activity designed to build trust and develop respect amongst their peers and reflect on how peers can influence them.</p> <p>Learners also look at what respect means and the different ways this can be shown.</p>	<p>are valued in the workplace.</p> <p>3.1. Identify interpersonal skills which are valued in the workplace</p> <p>3.2 Identify behaviours that are expected within the workplace</p> <p>3.3 Give an example of a career option relevant to own skills and interests</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit helps learners to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what learners might expect from the world of work. It is also an opportunity for learners to consider suitable employment options for the future.</p> <p>Understand the value of work Understand the world of work Understand the skills and attributes that</p>	<p>1.1. State different methods of applying for jobs.</p> <p>1.2. Complete an application to an appropriate standard for submission.</p> <p>3. Be able to take part in an interview.</p> <p>3.1. State what to consider when preparing for an interview.</p> <p>3.2. Identify ways to create a good impression at an interview.</p> <p>3.3. Prepare potential responses to given interview questions.</p> <p>3.4. Obtain feedback on own performance in a real or simulated interview.</p> <p><u>Key Skills and Knowledge:</u></p> <p>With high demand for jobs, learners need to be aware of where to search for suitable roles and how to best present themselves through their CVs, applications or at an interview. This unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt.</p>
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		<p>confidence and spend some time reflecting on their progress.</p> <p>Recognise what positive wellbeing is.</p> <p>Recognise how confidence can be affected.</p> <p>Identify actions that can be taken to improve wellbeing.</p>	can be managed.		are valued in the workplace	<p>Recognise suitable jobs or training opportunities</p> <p>Understand how to apply for jobs or training opportunities</p> <p>Take part in an interview</p>
<p>Links to Gatsby Benchmarks</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments,</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments,</p>

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