

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 8V - 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><u>Topic:</u></p> <p>Communication</p> <p>https://education.princes-trust.org.uk/en/activities/detail/1ZIObA8ERBdMY1vbwtPWLN</p> <p><u>Suggested Key Questions:</u></p> <p>Understand key communication skills.</p> <p>Develop communication skills to project greater confidence at School</p> <p>How would you describe good/effective communication?</p> <p>What are the greatest challenges to good communication?</p> <p>How important is listening in communication?</p> <p>Can culture, gender, nationality or social class have an effect on communication?</p> <p>What role do facial expressions, gestures</p>	<p><u>Topic:</u></p> <p>Digital Skills- Entry Level 3.</p> <p>https://education.princes-trust.org.uk/en/activities/detail/JwXufoDWDI8Fiomuzfzxf</p> <p><u>Suggested Key Questions:</u></p> <p>1. Understand e-safety</p> <p>1.1.State what is meant by "e-safety"</p> <p>1.2. Identify types of online threats.</p> <p>1.3.Give examples of features that make a password secure.</p> <p>2.Understand appropriate online behavior.</p> <p>2.1.Identify examples of positive and negative online behaviours.</p> <p>2.2. List the impacts of inappropriate online behaviour.</p> <p>3.Understand uses of digital tools.</p>	<p><u>Topic</u></p> <p>Well-Being- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/7zXDTlwMOOFw2WxzCUQjRY</p> <p><u>Suggested Key Questions:</u></p> <p>1.Be able to understand emotional wellbeing.</p> <p>1.1. State what is meant by emotional wellbeing.</p> <p>1.2. Give an example of a factor that can affect mental health.</p> <p>2. Be able to understand physical wellbeing.</p> <p>1.1. State what is meant by physical wellbeing.</p> <p>1.2. Give an example of a factor that can affect physical</p>	<p><u>Topic:</u></p> <p>Well-Being and Breaking Habits</p> <p>https://education.princes-trust.org.uk/en/activities/detail/1dxyVnp6TYXZeAdcUL1fN</p> <p><u>Suggested Key Questions:</u></p> <p>To understand habits and how to overcome them.</p> <p>Young people develop definitions of a habit and understand how habits are formed.</p> <p>They analyse their own habits and determine what makes a good and bad habit.</p> <p>The group discusses unhealthy and dangerous habits, the consequences of these and strategies for breaking habits.</p> <p>Young people also create action plans.</p>	<p><u>Topic:</u></p> <p>Supporting others in the community</p> <p><u>Suggested Key Questions:</u></p> <p>Understand what it means to be a ‘changemaker’ and the importance of supporting others.</p> <p>Identify the different individuals/groups in the community who require support.</p> <p>What does outreach project mean?</p> <p>Deliver and evaluate a community outreach project</p> <p>Identify the skills, learnings and experience gained from their project and how this can help them in the future.</p> <p>How does it feel when you help someone?</p>	<p><u>Topic:</u></p> <p>Making successful transitions.</p> <p>https://assets.ctfassets.net/en0c1bjgheo7/6fxhrjgwdM0AVpQFeB960N/788f89d323058da513e1522f0aaaf676/Making_Successful_Transitions_Session_Plan.pdf</p> <p><u>Suggested Key Questions:</u></p> <p>What emotions and feelings might you experience when you deal with changes and major life transitions?</p> <p>Understand why transitions can be challenging.</p> <p>List strategies, existing skill sets and actions to help make successful transitions</p> <p>Understand the different transferable skills required to make successful transitions e.g. adaptability, problem solving, staying positive etc.</p>

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<p>and pauses play in communication?</p> <p>Has the development of the internet and social media caused a change in the way we communicate (quality, quantity, style etc.)?</p> <p><u>Key Skills and Knowledge:</u></p> <p>This session includes a selection of confidence building activities for young people. Learners are provided with opportunities to explore and practise a range of communication skills. This is most suitable for learners in the younger secondary age year groups.</p>	<p>3.1. Give examples of digital tools.</p> <p>3.2. Give examples of tasks which require digital tools.</p> <p>4.. Be able to review own digital skills and identify areas for development.</p> <p>4.1. Give an example of own digital skill that needs to be developed.</p> <p>4.2. Identify a way to develop this digital skill</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit aims to support learners’ use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.</p> <p>Understand e-safety and appropriate online behavior.</p> <p>Understand uses of digital tools.</p> <p>Review own digital skills and identify areas for development.</p>	<p>wellbeing.</p> <p>1.3. Give an example of personal hygiene that is important for physical wellbeing.</p> <p>3. Be able to understand how to respond positively to stress.</p> <p>3.1. State what is meant by stress</p> <p>3.2. Give an example of a possible cause of stress.</p> <p>3.3. Identify physical signs of stress.</p> <p>3.4. Identify a strategy for reducing and managing stress.</p>	<p>4. Be able to take action to improve own wellbeing.</p> <p>4.1. Identify a way to develop your self-esteem.</p> <p>4.2. Identify strategies you could use to support your own mental health.</p> <p>4.3. Give an example of an organisation or person who could provide information, advice or support for your wellbeing.</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit takes a look at habits: what they are, how they are formed and what young people can do to overcome them. It will help learners understand themselves more and decide which habits of theirs need to be broken.</p>	<p>Key Skills and Knowledge:</p> <p>This session will explore the importance of supporting others in the community, before encouraging learners to prepare for their own outreach projects.</p> <p>It will guide them through each step in the journey, from deciding who they will support and how, through to measuring success and reflecting on what they’ve gained from the experience</p>	<p><u>Key Skills and Knowledge:</u></p> <p>This unit helps young people identify what they find difficult about transitions and what they can do to make these transitions easier to manage</p> <p>To enable young people to discuss and think about any fears and anxiety they might have about transitions. They will develop strategies, as well as specific actions, for making transitions easier.</p>
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<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. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces 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 employers from a leisure centre or a personal trainer or a coach to talk to students.</p>
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