## Class 8V - Venture Curriculum Kings Trust – 2 Lessons weekly

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
Year 2025- 2026			Spring 1  Topic: Confidence Building Suggested Key Questions: Use creative methods to communicate with others about themselves Identify their own strengths, skills and ambitions			Topic:  Well-Being and Breaking Habits  Suggested Key Questions:  To understand habits and how to overcome them.  Young people develop definitions of a habit and understand how habits are formed.  They analyse their own
	challenging.  List strategies, existing skill sets and actions to help make successful transitions  Understand the different transferable skills required to make successful transitions e.g. adaptability,	good/effective communication?  What are the greatest challenges to good communication?  How important is listening in communication?  Can culture, gender, nationality or social class have an effect on communication?	Understand what confidence is and the strategies to improve it.  Key Skills and Knowledge:  This unit helps young people understand and develop their confidence. Young people will learn how to identify their strengths and feel	peer pressure and techniques to counteract it in different situations  Recognise the importance of positive relationships and the ways they can benefit us in a variety of personal and work contexts Demonstrate effective teamworking	of a factor that can affect mental health.  2. Be able to understand physical wellbeing.  1.1. State what is meant by physical wellbeing.	habits and determine what makes a good and bad habit.  The group discusses unhealthy and dangerous habits, the consequences of these and strategies for breaking habits.  Young people also create action plans.

	Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.												
	problem solving,		comfortable	to solve challenges	1.2. Give an example	4. Be able to take							
	staying	What role do facial	promoting	and build positive	of a factor that	action to improve own							
	positive etc.	expressions,	themselves.	relationships with	can affect	wellbeing.							
ı		gestures and pauses		others	physical								
	Key Skills and	play in			wellbeing.	4.1. Identify a way to							
	Knowledge:	communication?		Develop a range of		develop your self-							
	This unit helps young			transferable skills	1.3. Give an example	esteem.							
	people identify what	Has the development		including	of personal								
	they find difficult	of the internet and		communication,	hygiene that is	4.2. Identify strategies							
	about transitions and	social media caused		teamwork, and	important for	you could use to							
	what they can do to	a change in the way		creative problem	physical	support your own							
	make these	we communicate		solving.	wellbeing.	mental health.							

(quality, quantity, transitions easier to style etc.)? manage Key Skills and

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.

Knowledge:

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.

## **Key Skills and** Knowledge:

In this unit, young people learn about the different ways they can build positive relationships with others and explores what peer pressure is and how it can be managed.

- wellbeing.
- 3. Be able to understand how to respond positively to stress.
- 3.1. State what is meant by stress
- 3.2. Give an example of a possible cause of stress.
- 3.3. Identify physical signs of stress.
- 3.4. Identify a strategy for reducing and managing stress.

- 4.3. Give an example of an organisation or person who could provide information, advice or support for your wellbeing.

## **Key Skills and** Knowledge:

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.

Links to Gatsby Benchmarks: 3. Addressing the needs of each pupil 3. Addressing the needs of each pupil 3. Addressing the needs of each pupil 3. Addressing the needs of each pupil

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

- 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.

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