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

Class 7V - **Venture Curriculum Kings Trust** – *2 Lessons weekly*

Year	2026-2027 Autumn 1	2026-2027 Autumn 2	2026-2027 Spring 1	2026-2027 Spring 2	2026-2027 Summer 1	2026-2027 Summer 2
2026-2027	**Topic:** Making Successful Transitions **Suggested Key Questions:** What emotions and feelings might you experience when you deal with changes and major life transitions? Understand why transitions can be 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,	**Topic:** Communication **Suggested Key Questions:** Understand key communication skills. Develop communication skills to project greater confidence at School How would you describe 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?	**Topic:** Confidence Building **Suggested Key Questions:** Use creative methods to communicate with others about themselves Identify their own strengths, skills and ambitions 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	**Topic:** Beating Peer Pressure and Building Relationships **Suggested Key Questions:** Understand how to recognise and celebrate the qualities that make us all unique. Identify examples of 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	**Topic:** **Teamwork Skills-Entry Level 3** https://education.princes-trust.org.uk/en/activities/detail/62XUDBXfgOkT3PTuwhkOhV **Suggested Key Questions:** 1. Understand the characteristics of an effective team. 1.1. Identify an advantage of working as a team 1.2. Identify a problem of working as a team. 1.3. Give examples of how to communicate appropriately within a team.	**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 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, staying positive etc. **Key Skills and Knowledge:** This unit helps young people identify what they find difficult about transitions and what they can do to make these transitions easier to manage 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.	What role do facial expressions, gestures and pauses play in communication? Has the development of the internet and social media caused a change in the way we communicate (quality, quantity, style etc.)? **Key Skills and 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.	comfortable promoting themselves.	to solve challenges and build positive relationships with others Develop a range of transferable skills including communication, teamwork, and creative problem solving. **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.	2. Be able to take part in team activities. 2.1. Give examples of activities you have participated in as a team member. 3.Be able to learn from experiences of teamwork to improve own performance. 3.1. Identify the contribution you made during teamwork activities. 3.2. Obtain feedback on your own teamwork skills. 3.3. Give an example of a skill you have developed whilst working in a team 3.4. Give examples of teamwork skills you want to develop **Key Skills and Knowledge:** This unit helps learners develop team working skills by understanding the roles and ways of working in a team to achieve a shared	4. Be able to take action to improve own wellbeing. 4.1. Identify a way to develop your self-esteem. 4.2. Identify strategies you could use to support your own mental health. 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.

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

					goal. Learners will have the opportunity to work in a team and practice using the key skills needed to be a valuable team member. Understand the characteristics of an effective team. Take part in team activities. Learn from experiences to improve teamwork performance.	
Links to Gatsby Benchmarks:	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	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.	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces

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

					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.	