

## Class - Venture Curriculum - Subjects/Lessons weekly

10V

| Year      | 2026 – 2027<br>Autumn 1                                                                                                                                                                                                                                                                                                                                                                      | 2026 – 2027<br>Autumn 2                                                                                                                                                                                                                                                                                                                                                      | 2026 – 2027<br>Spring 1                                                                                                                                                                                                                                                                                                                                                                             | 2026 – 2027<br>Spring 2                                                                                                                                                                                                                                                                                                                                                                  | 2026 – 2027<br>Summer 1                                                                                                                                                                                                                                                                                                                                                                       | 2026 – 2027<br>Summer 2                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026-2027 | <p><b>Topic:</b> How do we treat each other with respect?</p> <p><b>Focus:</b> Respect for self and others; courteous behaviour; safety; human rights</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does my behaviour affect myself and others, both in person and online?</li> <li>• How can I show polite and respectful behaviour in</li> </ul> | <p><b>Topic:</b> What strengths, skills and interests do we have?</p> <p><b>Focus:</b> Self-esteem; self-worth; personal qualities; goal setting; managing setbacks</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What personal qualities and strengths make me unique?</li> <li>• What achievements am I proud of, and how</li> </ul> | <p><b>Topic:</b> How can we manage our feelings?</p> <p><b>Focus:</b> Feelings and emotions; expression of feelings; behaviour</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What everyday situations can affect how I feel?</li> <li>• How can my feelings change over time or feel stronger/weaker?</li> <li>• Why is it important to express my</li> </ul> | <p><b>Topic:</b> How will we grow and change?</p> <p><b>Focus:</b> Growing and changing; puberty</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is puberty, and how does my body change as I grow?</li> <li>• How can puberty affect my feelings and emotions?</li> <li>• How do I take care of my body and hygiene during puberty?</li> </ul> | <p><b>Topic:</b> How can our choices make a difference to others and the environment?</p> <p><b>Focus:</b> Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we share responsibility for looking after the world around us?</li> </ul> | <p><b>Topic:</b> How can we manage risk in different places?</p> <p><b>Focus:</b> Keeping safe; out and about; recognising and managing risk</p> <p><b>Suggested Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I recognise, predict, and manage risks in different situations?</li> <li>• How can I stay safe in my local area and in unfamiliar places?</li> </ul> |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>different situations?</p> <ul style="list-style-type: none"> <li>• What is my right to privacy, and when should I keep or share a secret?</li> <li>• What rights do I have, and what responsibilities come with those rights?</li> <li>• Why is it important that everyone feels included and respected?</li> <li>• How can I respond to inappropriate behaviour and report concerns safely?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p><u>Understanding how behaviour affects</u></p> | <p>do they build my confidence?</p> <ul style="list-style-type: none"> <li>• How do my skills and interests help develop my self-esteem?</li> <li>• How can I set and work towards personal goals?</li> <li>• What can I do when I face challenges or setbacks?</li> <li>• How can I learn from mistakes and think more positively?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p><u>Understanding that everyone has unique strengths, skills, and qualities</u></p> <p><u>Recognising how personal achievements</u></p> | <p>feelings, and how can I do it?</p> <ul style="list-style-type: none"> <li>• How can I manage my feelings in different situations?</li> <li>• What can help me cope with difficult feelings such as loss, change, or worry?</li> <li>• Who can I talk to for support, and how can I help others with their feelings?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p><u>Understanding that everyday experiences can affect feelings</u></p> <p><u>Recognising that emotions can</u></p> | <ul style="list-style-type: none"> <li>• Why is it important to look after myself as I grow and change?</li> <li>• What changes might be different for different people?</li> <li>• Where can I go for advice, support, or information about puberty?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p>Understanding what puberty is and why it happens</p> <p>Recognising the physical changes that occur during puberty (e.g. body growth, menstruation, erections, wet dreams)</p> | <ul style="list-style-type: none"> <li>• How do everyday choices affect the environment?</li> <li>• How do the things we buy or spend money on affect others and the environment?</li> <li>• How can I share my ideas and opinions about important issues?</li> <li>• How can I show care and concern for people and animals?</li> <li>• What choices can I make to have a positive impact on the world?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p>Understanding that everyone shares responsibility for caring for the world</p> | <ul style="list-style-type: none"> <li>• How can peer influence affect my choices, and how can I respond?</li> <li>• How can I stay safe online and protect my personal information?</li> <li>• Where can I report concerns about safety, including online issues?</li> <li>• Why do rules and laws exist, and how should I respond to unsafe or illegal situations?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><u>Intended Knowledge:</u></p> <p><u>Understanding what risk is and how to identify it</u></p> <p><u>Recognising that different environments present different risks</u></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>both ourselves and others</u></p> <p><u>Recognising what respectful and polite behaviour looks like in different contexts (including online)</u></p> <p><u>Understanding the concept of privacy, secrets, and when to share concerns</u></p> <p><u>Knowing that children have rights and that these are linked to responsibilities</u></p> <p><u>Recognising inclusion, equality, and the impact of discrimination</u></p> <p><u>Understanding how to respond to and report inappropriate or unsafe behaviour</u></p> | <p><u>contribute to self-worth</u></p> <p><u>Knowing that interests and abilities can support future goals</u></p> <p><u>Understanding the importance of setting and working towards goals</u></p> <p><u>Recognising that setbacks are a normal part of learning</u></p> <p><u>Understanding how learning from mistakes supports growth</u></p> <p><u>Intended Skills:</u></p> <p><u>Self-reflection and self-awareness</u></p> | <p><u>change over time and vary in intensity</u></p> <p><u>Knowing the importance of expressing feelings appropriately</u></p> <p><u>Understanding that there are different ways to manage emotions</u></p> <p><u>Recognising that change, loss, and difficult experiences can affect wellbeing</u></p> <p><u>Knowing where and how to access support</u></p> <p><u>Intended Skills:</u></p> <p><u>Emotional awareness and identification</u></p> <p><u>Expressing feelings appropriately</u></p> | <p>Understanding that puberty also affects emotions and feelings</p> <p>Knowing how personal hygiene needs change during puberty</p> <p>Understanding where to go for support and advice</p> <p><u>Intended Skills:</u></p> <p><u>Self-awareness of physical and emotional changes</u></p> <p><u>Managing personal hygiene independently</u></p> <p><u>Communication about changes and concerns</u></p> <p><u>Emotional regulation during change</u></p> | <p>Recognising how everyday choices impact people, animals, and the environment</p> <p>Knowing that spending choices can affect ethical and environmental outcomes (e.g. Fairtrade, reducing waste)</p> <p>Understanding the importance of kindness, care, and compassion</p> <p>Recognising that individuals can make a positive difference</p> <p><u>Intended Skills:</u></p> <p><u>Decision-making and ethical thinking</u></p> | <p><u>Knowing that peer influence can affect decision-making</u></p> <p><u>Understanding online safety risks and appropriate behaviour</u></p> <p><u>Knowing that rules and laws exist to keep people safe</u></p> <p><u>Understanding how and where to report concerns</u></p> <p><u>Intended Skills:</u></p> <p><u>Risk recognition and assessment</u></p> <p><u>Decision-making and problem-solving</u></p> <p><u>Managing peer influence and pressure</u></p> <p><u>Applying online safety skills</u></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Intended Skills:</u></b></p> <p><u>Demonstrating respectful and courteous behaviour</u></p> <p><u>Communication and empathy</u></p> <p><u>Recognising appropriate vs inappropriate behaviour</u></p> <p><u>Decision-making and boundary setting</u></p> <p><u>Responding safely to challenging situations</u></p> <p><u>Help-seeking and reporting concerns</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Respect, polite, behaviour, privacy, secret, trust, rights, responsibility, equality, inclusion,</u></p> | <p><u>Identifying strengths and personal qualities</u></p> <p><u>Developing confidence and self-esteem</u></p> <p><u>Goal-setting and planning</u></p> <p><u>Problem-solving and resilience</u></p> <p><u>Managing emotions linked to setbacks</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Strengths, skills, qualities, confidence, self-esteem, goal, achieve, challenge, resilience, improve, mindset</u></p> <p><b><u>Resources:</u></b></p> <p><u>Strengths and qualities cards</u></p> | <p><u>Self-regulation and calming strategies</u></p> <p><u>Communication and empathy</u></p> <p><u>Coping with change, loss, or difficult situations</u></p> <p><u>Help-seeking and supporting others</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Feelings, emotions, calm, upset, angry, worried, express, control, cope, support, change, loss</u></p> <p><b><u>Resources:</u></b></p> <p><u>Emotion cards and feeling scales</u></p> <p><u>Social stories about emotions and behaviour</u></p> | <p><u>Help-seeking and accessing support confidently</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Puberty, grow, change, body, hygiene, menstruation, period, erections, wet dreams, emotions, development, routine, support</u></p> <p><b><u>Resources:</u></b></p> <p><u>Age-appropriate puberty education videos</u></p> <p><u>Body change diagrams (male and female anatomy – appropriate level)</u></p> <p><u>Hygiene products (e.g. deodorant, sanitary products)</u></p> | <p><u>Expressing opinions and discussing ideas</u></p> <p><u>Empathy and compassion for others and animals</u></p> <p><u>Responsible behaviour and environmental awareness</u></p> <p><u>Communication and participation in discussions</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Environment, responsibility, care, protect, choice, decision, Fairtrade, recycle, waste, charity, compassion, impact</u></p> <p><b><u>Resources:</u></b></p> <p><u>Environmental awareness videos</u></p> | <p><u>Communication and help-seeking</u></p> <p><u>Responsible and safe behaviour in different environments</u></p> <p><b><u>Key Vocabulary:</u></b></p> <p><u>Risk, hazard, danger, safety, environment, influence, pressure, online, personal information, law, rules, report</u></p> <p><b><u>Resources:</u></b></p> <p><u>Safety and risk scenario cards (real-life and online)</u></p> <p><u>Videos on road, rail, water, and fire safety</u></p> <p><u>Online safety materials (CEOP, NSPCC)</u></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>discrimination, safe, report</u></p> <p><b>Resources:</b></p> <p><u>Behaviour and respect</u></p> <p><u>visuals/posters</u></p> <p><u>Human rights summaries (child-friendly)</u></p> <p><u>Social stories about respectful behaviour and boundaries</u></p> <p><u>Scenario cards (including online and real-life situations)</u></p> <p><u>NSPCC / safeguarding resources</u></p> <p><u>Videos demonstrating respectful and disrespectful behaviour</u></p> | <p><u>“All About Me” templates</u></p> <p><u>Goal-setting worksheets and planners</u></p> <p><u>Social stories about resilience and perseverance</u></p> <p><u>Emotion charts and reflection tools</u></p> <p><u>Videos about growth mindset and overcoming challenges</u></p> <p><u>Achievement certificates or recognition charts</u></p> <p><b>Suggested Activities:</b></p> <p><b>Role Play</b></p> <p><u>Talking about achievements and strengths</u></p> | <p><u>Calm-down tools (e.g. sensory items, breathing prompts)</u></p> <p><u>Videos explaining emotions and wellbeing</u></p> <p><u>Reflection journals or mood trackers</u></p> <p><u>Trusted adult/support network templates</u></p> <p><u>Guided relaxation or mindfulness resources</u></p> <p><b>Suggested Activities:</b></p> <p><b>Role Play</b></p> <p><u>Expressing feelings appropriately (e.g. “I feel...” statements)</u></p> <p><u>Responding to difficult situations calmly</u></p> | <p><u>Social stories about growing up and change</u></p> <p><u>Question box (anonymous pupil questions)</u></p> <p><u>NHS / PSHE- approved puberty resources</u></p> <p><u>Trusted adult/support network templates</u></p> <p><b>Suggested Activities:</b></p> <p><b>Role Play</b></p> <p><u>Asking for advice from a trusted adult</u></p> <p><u>Talking about changes in a respectful and appropriate way</u></p> <p><u>Practising hygiene routines (e.g.</u></p> | <p><u>(recycling, climate, conservation)</u></p> <p><u>Images and case studies (Fairtrade, pollution, wildlife protection)</u></p> <p><u>Debate or discussion prompts</u></p> <p><u>Posters about sustainability and caring for others</u></p> <p><u>Social stories about kindness and responsibility</u></p> <p><u>News articles (age-appropriate) about environmental issues</u></p> <p><u>Classroom recycling resources</u></p> <p><b>Suggested Activities:</b></p> <p><b>Role Play</b></p> <p><u>Making choices about buying</u></p> | <p><u>Case studies about peer influence and decision-making</u></p> <p><u>Visual posters about rules and laws</u></p> <p><u>Local area maps and safety guides</u></p> <p><u>News or real-life examples (age-appropriate)</u></p> <p><b>Suggested Activities:</b></p> <p><b>Role Play</b></p> <p><u>Responding to risky situations (e.g. unsafe behaviour near roads or water)</u></p> <p><u>Saying no to peer pressure</u></p> <p><u>Reporting a concern to a trusted adult or authority</u></p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|  |                                                                            |                                                                   |                                                                   |                                                                           |                                                                                                  |                                                                           |
|--|----------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|  | <u>Trusted adult/support network templates</u>                             | <u>Practising positive self-talk</u>                              | <u>Asking for help from a trusted adult</u>                       | <u>preparing for the day)</u>                                             | <u>products (e.g. fair trade vs cheaper options)</u>                                             | <u>Scenario-Based Learning</u>                                            |
|  | <u>Suggested Activities: Role Play</u>                                     | <u>Encouraging others and giving compliments</u>                  | <u>Scenario-Based Learning</u>                                    | <u>Scenario-Based Learning</u>                                            | <u>Caring for animals or helping others in need</u>                                              | <u>“Friends encourage you to do something unsafe—what do you do?”</u>     |
|  | <u>Demonstrating polite and respectful behaviour in different settings</u> | <u>Scenario-Based Learning</u>                                    | <u>“You feel very angry—what can you do to calm down?”</u>        | <u>“You notice changes in your body—what can you do?”</u>                 | <u>Discussing how to respond to environmental issues</u>                                         | <u>“You see something risky in your local area—how do you respond?”</u>   |
|  | <u>Responding to someone being unkind or disrespectful</u>                 | <u>“You find something difficult—what can you do to improve?”</u> | <u>“You feel sad because something has changed—who can help?”</u> | <u>“You feel worried about growing up—who can you talk to?”</u>           | <u>Scenario-Based Learning</u>                                                                   | <u>“Someone online asks for personal information—what should you do?”</u> |
|  | <u>Practising how to report a concern to a trusted adult</u>               | <u>“You make a mistake—how can you learn from it?”</u>            | <u>“You feel nervous about something new—how can you cope?”</u>   | <u>“You forget something important for hygiene—what can you do next?”</u> | <u>“You see litter in your local area—what can you do?”</u>                                      | <u>“You witness something that breaks the rules—what happens next?”</u>   |
|  | <u>Scenario-Based Learning</u>                                             | <u>“You want to achieve something—what steps will you take?”</u>  | <u>“A friend is upset—how can you support them?”</u>              | <u>“A friend is unsure about changes—how can you support them?”</u>       | <u>“You can choose between two products—one is better for the environment—what will you do?”</u> | <u>Practical / Interactive Activities</u>                                 |
|  | <u>“Someone is being left out—what should you do?”</u>                     | <u>“You feel like giving up—what could help you keep going?”</u>  | <u>Practical / Interactive Activities</u>                         |                                                                           | <u>“Someone needs help—how can you respond kindly?”</u>                                          | <u>Risk assessment task (identify hazards in different places)</u>        |
|  | <u>“You are asked to keep a secret that</u>                                |                                                                   |                                                                   |                                                                           |                                                                                                  |                                                                           |

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

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>feels wrong—what happens next?”</u></p> <p><u>“You see unkind behaviour online—how do you respond?”</u></p> <p><u>“Someone invades your personal space—what can you say?”</u></p>                                                         | <p><u><b>Practical / Interactive Activities</b></u></p> <p><u>Create a “My Strengths” poster</u></p> <p><u>Goal-setting activity (short-term achievable goals)</u></p> <p><u>“Proud moments” sharing circle</u></p>                   | <p><u>Feelings matching activity (emotion → situation)</u></p> <p><u>Create a personal calm toolkit (strategies that help)</u></p> <p><u>Mood diary or feelings tracker</u></p> <p><u>Sorting activity: helpful vs unhelpful responses</u></p> <p><u>Breathing and relaxation exercises</u></p> <p><u>Create a “What helps me” poster</u></p> | <p><u><b>Practical / Interactive Activities</b></u></p> <p><u>Create a “Growing Up Care Plan” (hygiene and self-care routines)</u></p> <p><u>Matching activity: changes during puberty</u></p> <p><u>Build a daily hygiene checklist</u></p> <p><u>Question and answer sessions using anonymous questions</u></p> <p><u>Sorting activity: physical vs emotional changes</u></p> | <p><u>“Animals are affected by pollution—what choices can help them?”</u></p> <p><u><b>Practical / Interactive Activities</b></u></p> <p><u>Recycling and sustainability project (sorting materials)</u></p> <p><u>Create a “Help Our Planet” poster or campaign</u></p> <p><u>Debate: “What is the best way to help the environment?”</u></p> <p><u>Charity or kindness project</u></p> <p><u>“Impact choices” activity (matching actions to consequences)</u></p> | <p><u>Matching activity: risks and safe responses</u></p> <p><u>Create a “Stay Safe” guide for different environments</u></p> <p><u>Online safety checklist activity</u></p> <p><u>Debate: “Why do we need rules and laws?”</u></p> <p><u><b>Distance Learning Activities</b></u></p> <p><u>Online quizzes about risk and safety</u></p> <p><u>Virtual scenario discussions: “What would you do?”</u></p> <p><u>Create a digital poster: “Managing Risk and Staying Safe”</u></p> |
| <p><u><b>Practical / Interactive Activities</b></u></p> <p><u>Sorting activity: respectful vs disrespectful behaviour</u></p> <p><u>Create a “Respect Charter” for the class</u></p> <p><u>Rights vs responsibilities matching activity</u></p> | <p><u>Growth mindset sorting (positive vs negative thinking)</u></p> <p><u>Build a personal achievement timeline</u></p> <p><u>Reflective journaling on progress and effort</u></p> <p><u><b>Distance Learning Activities</b></u></p> | <p><u><b>Distance Learning Activities</b></u></p> <p><u>Emoji check-ins at the start of lessons</u></p> <p><u>Online wellbeing quizzes</u></p>                                                                                                                                                                                                | <p><u><b>Distance Learning Activities</b></u></p> <p><u>Watch and reflect on puberty education videos</u></p>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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

|  |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|  | <p><u>Inclusion activity: how to make others feel welcome</u></p> <p><u>Discussion or debate: fairness and equality</u></p>                                                                                                                                                                                                                                   | <p><u>Create a digital “All About Me” or strengths profile</u></p> <p><u>Record a video explaining a personal goal</u></p>                                                        | <p><u>Record a video: “How I manage my feelings”</u></p> <p><u>Digital feelings journal</u></p> <p><u>Watch and reflect on videos about emotions and coping strategies</u></p> <p><u>Virtual group discussion about managing feelings</u></p> | <p><u>Create a digital poster: “Looking After Myself as I Grow”</u></p> <p><u>Online quizzes about body changes and hygiene</u></p> <p><u>Reflection activity: “What I know and what I want to learn”</u></p> <p><u>Virtual discussion in a safe, structured format</u></p> | <p><u><b>Distance Learning Activities</b></u></p> <p><u>Create a digital poster: “How I can help the world”</u></p> <p><u>Online quizzes about environmental responsibility</u></p> <p><u>Watch and reflect on videos about sustainability</u></p> <p><u>Virtual discussion on real-world issues</u></p> <p><u>Record a video explaining one choice that helps others or the planet</u></p> | <p><u>Watch and analyse safety videos</u></p> <p><u>Online research task: safety rules for different environments</u></p> |
|  | <p><u><b>Distance Learning Activities</b></u></p> <p><u>Online quizzes about respect and behaviour</u></p> <p><u>Create a digital poster: “How to show respect”</u></p> <p><u>Watch and reflect on videos about inclusion and equality</u></p> <p><u>Virtual discussion: “What would you do?” scenarios</u></p> <p><u>Online reflection journal about</u></p> | <p><u>Online quizzes about confidence and mindset</u></p> <p><u>Virtual reflection journal: “What I am proud of this week”</u></p> <p><u>Growth mindset video discussions</u></p> |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           |

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

|                                   |                                               |                                               |                                               |                                               |                                               |                                               |
|-----------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
|                                   | <u>respectful<br/>behaviour</u>               |                                               |                                               |                                               |                                               |                                               |
| Links to<br>Gatsby<br>Benchmarks: | 4. Linking curriculum<br>learning to careers: | 4. Linking curriculum<br>learning to careers: | 4. Linking curriculum<br>learning to careers: | 4. Linking curriculum<br>learning to careers: | 4. Linking curriculum<br>learning to careers: | 4. Linking curriculum learning<br>to careers: |