

KS4 Curriculum Plan 2022-23

		LP1	LP2	LP3	LP4	LP5
Year 10	PSHE	<p>PSHE: Students will know the impacts on attitudes of the Instagram generation. They will know how businesses use targeted advertising. Students will know the role of marriage. Students will know consumer, employment rights and responsibilities.</p> <p>(R4, R6, R7, R10, R13)</p> <p>protected characteristic: marriage, civil partnerships</p> <p>Whole academy Value focus – Respect / Integrity</p>	<p>PSHE: Students will know honour-based violence, modern day slavery and forced marriages They will know what online gambling is and social media validation. Students will know the importance of keeping data safe and preventing knife crime.</p> <p>(R10, R35, R36, R37)</p> <p>Whole academy Value focus – Gratitude</p>	<p>PSHE: Students will know child abuse (CSE). They will know the causes of self-harm. Students will know what screen time is and how to use a mobile safely. Students will know what common mental health issues, suicidal thoughts support and promoting emotional wellbeing.</p> <p>(H2, H6, H7, H8, H9, H10)</p> <p>Whole academy Value focus – Courage</p>	<p>PSHE: Students will know the importance of volunteering. Students will know white privilege. Students will know what harassment is in boys and girls. They will know human right abuses. They will examine faith and LGBTQ</p> <p>(R16)</p> <p>Whole academy Value focus – Justice</p>	<p>PSHE: Students will know international organisations, peace, war, conflict including the impact of Brexit. Students will explore how to support other countries with aid. Students will investigate why fair trade is important. Students will examine women's rights and me-too movement.</p> <p>Students will further their development of the academy values during experience week.</p> <p>(R16, R19)</p> <p>protected characteristic: sex</p> <p>Whole academy Value focus – Compassion</p>
	Politics / Citizenship	<p>To explore parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary in a free pass.</p>	<p>To study the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally, and beyond.</p>	<p>To investigate other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.</p>	<p>Local, regional and international governance of the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations, and the wider world human rights and international law.</p>	<p>To further explore human rights and international law.</p>
	Careers (Ambition)	<p>Ambition day 1: Big Ambitions</p> <p>Ambition: Students will know questions to ask stallholders' that they want to meet at a forthcoming careers fair/skills show. Students explore careers fairs to research the implications of choosing one pathway over another. Students will know their own questions for an employer encounter to better understand employers/employees' career paths and choices. Students will know how to participate in Duke of Edinburgh Award.</p> <p>Whole academy LORIC skill focus - Leadership</p>	<p>Ambition day 2 preparation during BE MORE time:</p> <p>Students will know how to use SkillsOMeter / CareerOMeter/ unifrog to develop their understand of LMI.</p> <p>Whole academy LORIC skill focus - Organisation</p>	<p>Ambition day 2: Big Ambitions:</p> <p>Students will know Career speakers from different industries, Staffordshire University Bus Tour, Apprenticeship Bus Tour.</p> <p>GB 7</p> <p>Whole academy LORIC skill focus - Resilience</p>	<p>BE MORE time: Students will know hot access Careers Advisor drop-in sessions. Students will know the health & safety risks to themselves and others as they move around the academy and use different subject rooms and know how to minimise the risk. Students will examine the laws and bye-laws relating to permitted hours and types of employment and know how to minimise health & safety risks</p> <p>Whole academy LORIC skill focus - Initiative</p>	<p>BE MORE TIME: Employers are involved with the work experience programme, preparation, placement and debrief. Students who have had placements in similar working environments compare what they learnt from their work experience</p> <p>As part of an experience of the workplace students can present to employers' recommendations for improving work-life balance for their employee. Students will engage in the world of work week a hybrid of face to face, virtual, projects and enterprise at part of experience week.</p> <p>Students will further their development of the LORIC skills during experience week.</p> <p>GB 6, 4,5</p> <p>Whole academy LORIC skill focus - Communication</p>
	Skills	<p>Having gained the knowledge within the KS3 programme, ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection and consideration of perspective.</p>				
Key Vocab	<p>Instagram, Snapchat, Vloggers, Targeted, Marriage, Consumer, Employment, Rights and Responsibilities</p>	<p>Forced Marriage, Online Gambling, Social Validation and Influencer, Dark Web, Data, Slavery, Protection</p>	<p>Abuse, Addiction, Mental Health, Self Harm, Suicide, Wellbeing</p>	<p>Volunteering, Privilege, Harassment, LGBTQ</p>	<p>FGM, Sexting, Nudes, Porn, Real Life, Society, Domestic Abuse, Violence, Unhealthy, Rape, Sexualisation</p>	

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Year 11	PSHE	<p>PSHE: Students will know the purpose of time management including exam stress and anxiety. Students will know how to write a CV and personal statement. They will know Instagram and real life. Students will know LGBT rights around the world.</p> <p>(H8, H2, L1, L10)</p> <p>protected characteristic: sexual orientation</p> <p>Whole academy Value focus – Respect / Integrity</p>	<p>PSHE: Students will know virtual reality and life streaming. They will know the definition of NPS New Psychoactive Drugs including festival drugs and causes of drug substance addiction. They will know cosmetic and aesthetic procedures. Students will know online reputations and the effects of online reputations,</p> <p>(L12, H19, H20)</p> <p>Whole academy Value focus – Gratitude</p>	<p>PSHE: Students will know benefits of organ donations and donating blood. Students will know teenage pregnancy choices and parenthood, Students will know abortion including the law, morals, and thoughts. They will know the risk of testicular and prostate cancer. Students will know the risks of cervical and ovarian cancer. Students will know that love and abuse is not the same.</p> <p>(H15, R23, R24, R25, R26, R29, R30)</p> <p>protected characteristic: pregnancy and maternity</p> <p>Whole academy Value focus – Courage</p>	<p>PSHE: Students will know peer-on-peer bullying. Students will know fertility and its impacts. Students will know alcohol and bad choices. Students will know the importance of sexual health revisiting contraception and STI's. Students will know the benefits of respect and relationships.</p> <p>(H26, H27,H28,H29, H30, H31, H32, H33)</p> <p>Whole academy Value focus – Justice</p>	<p>PSHE: Students will investigate strategies for coping with exam stress, revision, and interventions.</p> <p>Students will further their development of the academy values during experience week.</p> <p>(R9)</p> <p>Whole academy Value focus – Compassion</p>
	Politics / Citizenship	<p>To examine the legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p>	<p>To study diverse national, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p>	<p>To investigate the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p>	<p>To study income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>	

Careers (Ambition Days)	<p>Ambition day 1: Big Ambitions</p> <p>Ambition: Students will explore questions to ask stallholders' that they want to meet at a forthcoming careers fair/skills show. Students explore careers fairs to research the implications of choosing one pathway over another. Students will investigate their own questions for an employer encounter to better understand employers/employees' career paths and choices. Students will explore post 16 providers virtually and face to face. T Levels and Apprenticeships</p> <p>GB 7, 8</p> <p>Whole academy LORIC skill focus - Leadership</p>	<p>Ambition day 2 preparation during BE MORE time: Students investigate filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Students will explore how to create CV's and personal statements including interview techniques</p> <p>Students investigate how they can be enterprising in the way they learn, work and manage their careers. Research their education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals</p> <p>GB 7</p> <p>Whole academy LORIC skill focus - Organisation</p>	<p>BE MORE time: Students will explore one-to-one advice and guidance through progression pathway meetings. their options with a Careers adviser as part of a career interview. Students explore national and local data on the destinations of last year's leavers and consider possible implications for their own plans</p> <p>Whole academy LORIC skill focus - Resilience</p>	<p>BE MORE TIME: Students investigate what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p> <p>Students explore alumni about how their jobs are likely to change in the next 5-10 years. Employers are invited in to discuss local changes to work and the impact on society</p> <p>Whole academy LORIC skill focus - Initiative</p>	<p>BE MORE TIME: Students will explore Alumni LinkedIn and NCS presentations 0% Neet. Students examine revision timetables for themselves – one taking up 15% less time than the other. They investigate a risk assessment of cutting down on the time available. Some Students have part-time jobs, they explore their personal and employability skills that they have been developing and talk about the challenges and setbacks they have encountered.</p> <p>. Students will further their development of the LORIC skills during experience week.</p> <p>Whole academy LORIC skill focus - Communication</p> <p>GB 3, 4</p>
Skills	<p>Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection and consideration of perspective.</p>				
Key Vocab	<p>Time, Technology, Addiction, LBGQT, World, Symptoms, Stress, Anxiety, Relaxation, Social Media, CV, Education, Work Experience, Goals</p>	<p>Augmented Reality, Live, Streaming, Psychoactive, Festivals, Parties, Nitrous Oxide, Global, Cosmetic, Aesthetics, Addiction, Digital Footprint</p>	<p>Donation, Pregnancy, Laws, Cancer, Parenthood, Budget, Love, Abuse, Unhealthy, Hygiene</p>	<p>Peer, Bullying, IVF, Fertility, Alcohol, Sexual Health, Pregnancy, Contraception, Bacterial, Viral, Risk</p>	<p>Exam, Stress, Relaxation</p>