



# Bright Futures School Pathways Curriculum

## Stage 4

Learning, developing, engaging, participating, creating, exploring, interacting, achieving, succeeding and having the best life possible!

At Bright Futures School, our students in Stage 4 have the opportunity to study accredited learning programmes based on their intended pathways (A or B) from their studies at Stages 1 – 3.

Students will study a range of subjects including but not limited to:

- English including Functional Skills Programmes, Entry Level 1-3, and up to level 5.
- Communication including a range of Phonics programmes and communication devices to support non-verbal students (e.g. 'Speak for Yourself' Application AAC on iPad)
- Mathematics including Functional Skills Programmes, Entry Level 1-3, and GCSE's.
- PSHE (which includes British Values and SMSC learning)
- Personal Development.
- Physical Education including swimming, Duke of Edinburgh, optional sports and many more.
- Life Skills and independent living.
- Employability.
- Career options such as Photography, Art, Food Technology, Sports, Hair & Beauty, Teaching, Administration and other personal interests from students.

The specialist teaching team in the Key Stage 4 provision work closely with the students care teams to promote transferring learning from the education environment to real-life situations. It is imperative that all work experience is chosen carefully by the student and their education and care team to ensure the student is successful and develops real job satisfaction and a wide range of experiences to choose from.

**Exam boards that we use include:**

Students are accredited for their work across the curriculum through a range of sources such as ASDAN, Equals 'Moving On', AQA, Arts Award, Science Award. Our Pathways (Key Stage 4) Curriculum provides the building blocks in preparation for transition into college provision. At Bright Futures School we strive to provide an engaging, exciting and personalised curriculum which awakens potential and supports our students to excel in their self-esteem and grasp how important they are as members of our school and the wider community.

COHORT A						
Subject Areas		TERM 1	TERM 2	TERM 3		
FUNCTIONAL SKILLS ENGLISH  LEVEL 1	R	10	<p><b>Identifying themes, analysis of structure and language, inferential reading.</b> Focus on a <b>19th-century novel</b> (e.g., <i>A Christmas Carol</i> by Charles Dickens). Understanding historical and social context. Developing comprehension and interpretation of themes, characters, and settings. Practice close-reading techniques and exam-style questions. Identify and understand the main points, ideas and details in texts Compare information, ideas and opinions in different texts Identify meanings in texts and distinguish between fact and opinion Recognise that language and other textual features can be varied to suit different audiences and purposes</p>	<p>Understanding literary devices and their effect.  Study of <b>modern prose</b> or drama text (e.g., <i>An Inspector Calls</i> by J.B. Priestley). Focus on character development, dramatic tension, and the playwright's intent. Exploration of social, political, and ethical themes. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts Infer from images meanings not explicit in the accompanying text</p>	<p>Close reading and analysing the use of language, form, and structure in Shakespearean texts. Evaluating how character development reflects themes and plot progression Key features of Shakespearean drama: soliloquy, aside, dramatic irony and themes of ambition, fate, and power in <i>"Macbeth"</i>.</p>	<p>Comparing how different genres (e.g., Gothic fiction) explore themes like fear and morality. Gothic literary conventions (setting, atmosphere, supernatural elements). Texts studied: <i>"Macbeth"</i>, Gothic extracts (e.g., <i>"Frankenstein"</i>). Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p>
	W SpaG	10	<p>Writing descriptively and narratively.  Introduction to <b>creative writing</b>. Planning and structuring descriptive writing. Punctuation for effect: commas, colons, semi-colons, sentence variety. Building rich vocabulary and imagery through simile, metaphor, and personification. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p>	<p><b>Writing to argue and persuade.</b>  Focus on <b>discursive and persuasive writing</b>. Structuring arguments: thesis, supporting points, counterarguments, and conclusions. Using varied sentence structures for emphasis. Use of sophisticated connectives and punctuation for clarity.</p>	<p>Writing analytically about texts, with structured arguments and evidence. Experimenting with narrative techniques (e.g., flashbacks, dual perspectives). Using complex punctuation for</p>	<p>Writing formal letters and persuasive articles in response to issues raised in literature. Techniques for editing and redrafting for clarity and impact. Writing tasks: comparative</p>

		Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	Spell words used most often in work, study and daily life, including specialist words Write consistently and accurately in complex sentences, using paragraphs where appropriate	precision (dashes, ellipses, parenthesis).	essays, narrative writing, formal letters.		
	SLC	Developing confidence in oral presentations. Identify relevant information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts. Respond effectively to detailed questions. Communicate information, ideas and opinions clearly and accurately on a range of topics	Developing group discussion skills: contributing, listening, and building on others' ideas. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium Respect the turn-taking rights of others during discussions, using appropriate language for interjection	Developing public speaking confidence through persuasive speeches. Critically evaluating peer presentations and providing constructive feedback. Mastering the use of non-verbal cues (eye contact, gestures) for audience engagement. Express opinions and arguments and support them with evidence Follow and understand discussions and make contributions relevant to the situation and the subject			
<b>Subject Areas</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>FUNCTIONAL SKILLS ENGLISH</b>  <b>LEVEL 2</b>	R	11 <b>Exploring classic and modern literature with a focus on moral dilemmas and duality in human nature.</b> Students learn to compare how different authors from various genres and time periods approach common themes, such as identity, morality, and social justice	<b>Contextual knowledge: Understanding how historical, social, and political contexts shape the themes and issues in literature.</b> Students focus on language choices, structure, and form, analysing how these contribute to meaning and impact. Identify implicit and inferred meaning in texts.	<b>Study of contemporary and diverse voices in literature, exploring cultural identity, migration, and belonging.</b> (Purple Hibiscus, short stories or contemporary poetry). <b>Independent analysis:</b> Encouraging students to develop their own interpretations of texts, supported by textual evidence. <b>Comparing viewpoints:</b> Identifying different perspectives in literature and exploring how authors use language to present varied viewpoints. <b>Contextual interpretation:</b> Understanding how the context in which a text is written and read influences its meaning. Follow an argument, identifying different points of view and distinguishing fact from opinion	<b>Literary analysis</b> of power and conflict through a mix of classic and modern texts. <i>"Othello"</i> by William Shakespeare (focusing on themes of jealousy, race, and power). Analysing how authors depict power dynamics, control, and resistance in literature. Encouraging students to synthesise ideas from different texts and create comparative arguments. <b>Evaluating different genres:</b> Understanding how different literary genres (e.g., drama, poetry, and prose) handle common themes. Identify different styles of writing and writer's voice		
	W SpaG	<b>Discursive and argumentative writing:</b> Developing the ability to construct balanced and well-reasoned arguments, exploring both sides of complex issues.	<b>Formal report writing:</b> Learning how to structure and format formal reports, focusing on	<b>Narrative techniques:</b> Enhancing creative writing by experimenting with	<b>Advanced narrative techniques:</b> Continuing to refine creative writing through more	<b>Advanced narrative techniques:</b> Continuing to refine creative writing	

			<p><b>Creative writing:</b> Experimenting with narrative structure and character development, focusing on voice, perspective, and pacing. Focusing on how to create complex, believable characters and a strong narrative voice in creative writing</p> <p>Communicate information, ideas and opinions clearly, coherently and effectively</p>	<p>clarity and conciseness. Understanding the conventions of different forms of writing, including reports, articles, and formal letters. Convey clear meaning and establish cohesion using organisational markers effectively</p>	<p>narrative techniques like flashback, dual perspectives, and unreliable narration. Focusing on how to refine writing for fluency, cohesion, and impact.</p>	<p>sophisticated use of narrative devices (e.g., shifting narrative perspectives, unreliable narrators). Using sophisticated punctuation for emphasis and clarity (e.g., ellipses, parentheses, dashes).</p>	<p>through more sophisticated use of narrative devices (e.g., shifting narrative perspectives, unreliable narrators). Using sophisticated punctuation for emphasis and clarity (e.g., ellipses, parentheses, dashes).</p>	
	SLC		<p><b>Different speaking registers:</b> Learning when to use formal and informal language depending on the context and audience. Communication styles for different purposes (e.g., persuasive, explanatory, descriptive).</p> <p>Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p>	<p><b>Persuasive presentations:</b> Delivering well-structured, engaging presentations with a focus on persuading an audience. Recognising how to adjust communication style based on the audience's needs and expectations.</p>	<p><b>Oral storytelling:</b> Focusing on the art of storytelling through voice modulation, pacing, and audience engagement. Use language that is effective, accurate and appropriate to context and situation</p>	<p><b>Non-verbal communication:</b> Understanding the importance of non-verbal cues (body language, facial expressions) in delivering meaning in speeches and drama. Exploring emotions in speech: Learning how to convey complex emotions through tone, pace, and emphasis in both formal and informal contexts.</p>		
MATHS Functional Skills	Number		TERM 1		TERM 2		TERM 3	
			<p><b>Number</b> Comparing, ordering, and rounding large numbers in real-life contexts (e.g., statistics, population data).</p>	<p><b>Multiplication and Division of Large Numbers</b></p>	<p><b>Fractions, Decimals, and Percentages</b> Find fractions of whole number</p>	<p><b>Ratio and Proportion</b> Understanding and solving problems involving ratios and proportions.</p>		

		10	<p>Using estimation for checking answers and making reasonable assumptions. Using different methods for calculations (mental, written, and calculator). Solving real-world problems involving budgets and financial planning. Read, write, order and compare large numbers (up to one million) Recognise and use positive and negative numbers</p>		<p>Applying multiplication and division to complex problems. Use multiplication facts and make connections with division facts Use simple formulae expressed in words for one or two-step operations Calculate the squares of one-digit and two-digit numbers</p>	<p>quantities or measurements Read, write, order and compare decimals up to three decimal places Add, subtract, multiply and divide decimals up to two decimal places</p>	<p>Applying ratios in real-world scenarios (e.g., recipes, map scales, business) <b>Solving direct and inverse proportion problems.</b> <b>Using ratio to compare quantities in practical situations (e.g., mixtures, scaling).</b></p>
	Shape, Space, Measure		<p><b>Units of Measure and Conversion</b> Estimating and calculating measures in everyday contexts. Performing complex conversions between units (e.g., miles to kilometres, pounds to kilograms).</p>	<p><b>Perimeter, Area, and Volume of Compound Shapes</b> Using formulas for perimeter, area, and volume. Solving practical problems, such as calculating the area for painting walls or the volume of containers.</p>	<p><b>Angles and Geometrical Shapes</b> Measuring and drawing angles accurately. Solving problems involving angles and geometrical shapes (e.g., construction, design). Circles Using <math>\pi</math> in calculations. Solving problems involving circles in real-life contexts (e.g., circular objects, roundabouts).</p>	<p><b>Money</b> Calculate simple interest in multiples of 5% on amounts of money Calculate discounts in multiples of 5% on amounts of money</p>	<p><b>Units of Measure and Conversion</b> Estimating and calculating measures in everyday contexts. Performing complex conversions between units (e.g., miles to kilometres, pounds to kilograms). Convert between units of length, weight, capacity, money and time, in the same system Recognise and make use of simple scales on maps and drawing</p>

	Data and Probability	<p><b>Collecting and Representing Data : Mean, Median, Mode, and Range</b></p> <p>Understanding different types of data (discrete and continuous).          Creating and interpreting visual data representations.          Interpreting data sets and drawing conclusions.          Comparing different data sets using averages and spread.</p>	<p><b>Probability and Risk</b>          Applying probability to practical problems (e.g., risk assessment, decision-making).          Using probability scales from 0 to 1 and understanding the concepts of likelihood and uncertainty.</p>	<p><b>Introduction to Algebra</b>          Solving real-world problems using algebra (e.g., financial formulas, distance/speed/time relationships).          Using algebra to represent and manipulate situations (e.g., calculating costs or quantities).</p>	<p><b>Formulae and Graphs</b>          Substituting values into formulae.          Plotting and interpreting linear graphs (<math>y = mx + c</math>).          Using formulae in practical situations (e.g., calculating areas, financial projections).          Interpreting linear graphs in real-life contexts (e.g., trends in business data).</p>
<p><b>MATHS</b>          Functional Skills          LEVEL 2</p>	<p>Number</p>	<p><b>11</b></p>	<p><b>TERM 1</b></p>	<p><b>TERM 2</b></p>	<p><b>TERM 3</b></p>
		<p><b>Number</b>          Read, write, order and compare positive and negative numbers of any size.          Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation.          Follow the order of precedence of operators, including indices          Using written methods and mental strategies for calculations          Understanding and using mathematical terminology relevant to calculations          Evaluate expressions and make substitutions in given formulae in words and symbols</p>	<p><b>Multiplying and Dividing Fractions, Decimals, and Percentages</b>          Identify and know the equivalence between fractions, decimals and percentages. Work out percentages of amounts and express one amount as a percentage of another. Calculate percentage change (any size increase and decrease), and original value after percentage change          Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers          Express one number as a fraction of another.          Order, approximate and compare decimals. Add, subtract, multiply and divide decimals up to three decimal places</p>	<p><b>Ratio and Proportion</b>          Simplifying and Interpreting Ratios: Students will learn to simplify ratios and apply them in real-life contexts, such as recipes or maps.  <b>Solving Proportional Problems:</b> Students will apply proportional reasoning to calculate quantities and scale measurements in practical scenarios.          Linking Ratios to Fractions and Percentages: Students will convert between ratios, fractions, and percentages, and use these relationships to interpret and compare data.</p>	

	Measure Shape Space	<p><b>Measurement and Estimation</b> Understanding and using units of measurement (length, area, volume, weight) Estimating measurements in practical scenarios Converting between different units of measurement</p>	<p><b>Perimeter, Area, and Volume of Compound Shapes</b> Using formulas for perimeter, area, and volume. Solving practical problems, such as calculating the area for painting walls or the volume of containers.</p>	<p><b>Angles and Geometrical Shapes</b> Understanding properties of 2D and 3D shapes Calculating perimeter, area, and volume of various shapes, including nonrectangular shapes Understanding angles, lines, and symmetry</p>	<p><b>Real life application of Geometry</b> Applying geometry to solve real-life problems (e.g., design, construction) Using geometric reasoning in practical contexts Understanding scale and proportional reasoning</p>	<p><b>Time and Scale</b> Time Calculations: Students will learn to read, calculate, and convert between units of time, applying this to real-life scenarios like travel times and schedules. <b>Using and Interpreting Scale:</b> Students will understand how to use scales in maps and drawings, calculating real distances or sizes from scaled representations. <b>Solving Practical Problems:</b> Students will apply their understanding of time and scale to everyday tasks such as planning trips, interpreting plans, and adjusting measurements.</p>
	Data, Probability and Algebra	<p><b>Data and statistics</b> Understanding different types of data (qualitative and quantitative) Collecting and organising data using surveys or experiments Representing data using charts, tables, and graphs (bar charts, line graphs, pie charts) Calculating measures of central tendency (mean, median, mode) Understanding range and interpreting data sets Analysing data to draw conclusions and make predictions Using data to solve practical problems (e.g., budgeting, scheduling) Interpreting graphs and charts in context Evaluating the reliability of data sources</p>	<p><b>Probability</b> Understanding basic probability concepts (outcomes, events) Calculating probabilities of simple events Applying probability to real-life situations (e.g., risk assessment)</p>	<p><b>Introduction to Algebra</b> Understanding algebraic expressions and terms Simplifying and evaluating expressions Solving linear equations and inequalities Identifying and creating number patterns and sequences Understanding arithmetic and geometric sequences Applying patterns to solve problems</p>	<p>Formulae and Graphs <b>Understanding and Using Formulae:</b> Students will learn to understand, construct, and use mathematical formulae to solve practical problems. They will substitute values into formulas to calculate areas, volumes, or costs (e.g., using formulas for perimeter or interest rates). <b>Interpreting and Plotting Graphs:</b> Students will learn how to interpret and draw various types of graphs, including line graphs, bar charts, and pie charts. They will use these graphs to represent and analyse data, understanding trends, making comparisons, and drawing conclusions.</p>	
S U - E Z C		TERM 1	TERM 2	TERM 3		

		10	<p><b>Biology</b>  <b>Understanding the hierarchical organisation of living organisms</b>, from cells to tissues, organs, systems, and finally the entire organism.  <b>Comprehending the structure and function of the heart</b>, including its chambers and valves, as well as the <b>composition of blood</b> and its role in transport and immunity.  <b>Knowledge of the digestive system</b>, including the organs involved and their roles in the breakdown and absorption of nutrients.  <b>Understanding the structure and function of cells</b>, including the different types of cells and their organelles, and how they contribute to the function of living organisms.  <b>Knowledge of the process of respiration</b>, including aerobic and anaerobic respiration, and how energy is produced and used by cells.  <b>Understanding the impact of lifestyle choices on health</b>, such as diet, exercise, smoking, and alcohol, and their effects on body systems like the cardiovascular system.  <b>Comprehending how the body defends itself against disease</b>, including the role of the immune system, white blood cells, vaccines, and antibiotics.</p>	<p><b>Chemistry</b>  <b>Understanding that everything is made of atoms and elements</b> and recognising that atoms are the basic building blocks of matter, while elements are pure substances made of only one type of atom.  <b>Knowledge of the rates of chemical reactions</b>, including factors that influence the speed of reactions such as temperature, concentration, surface area, and the use of catalysts.  <b>Understanding the states of matter—solids, liquids, and gases—</b>and how changes in temperature and pressure can cause matter to change from one state to another (e.g., melting, boiling, condensation).  <b>Comprehending how elements combine to form compounds</b>, understanding the differences between elements and compounds, and how chemical bonds hold atoms together in compounds.  <b>Understanding mixtures and how to separate them</b>, including knowledge of various separation techniques such as filtration, distillation, chromatography, and evaporation.</p>	<p><b>Physics</b>  <b>Understanding energy transfers</b>, including the ways energy can be transferred between different stores such as kinetic, thermal, chemical, and potential energy.  <b>Knowledge of energy resources</b>, including renewable and non-renewable sources, their uses, advantages, and environmental impacts.  <b>Understanding different types of forces</b>, such as gravity, friction, air resistance, and tension, and how they affect the motion and shape of objects.  <b>Comprehending the relationship between speed and stopping distances</b>, including the factors that influence stopping distances, such as reaction time, speed, and road conditions.  <b>Understanding domestic electricity</b>, including the use of alternating current (AC) in homes, the function of fuses, circuit breakers, and safety measures. Knowledge of electricity, including electrical circuits, current, voltage, resistance, and how they interact within both series and parallel circuits.  <b>Understanding magnets and electromagnets</b>, including how magnetic fields are created and used, and how electromagnets function in practical applications.  <b>Knowledge of radioactivity</b>, including the types of radiation (alpha, beta, gamma), their properties, uses, and the potential risks to health and the environment.</p>
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<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;"><b>Unit Award Scheme</b></p> <p style="text-align: center;">GCSE Science Core Skills</p>	11	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		<p><b>Biology</b>  <b>Understanding how the body coordinates its functions</b>, including the roles of the nervous and endocrine systems in controlling bodily processes and maintaining homeostasis.  <b>Knowledge of natural and artificial selection</b>, including how natural selection drives evolution and the principles behind artificial selection in breeding plants and animals.  <b>Understanding genetics, inheritance, and genetic engineering</b>, including how traits are passed from one generation to the next, the role of DNA, and how genetic engineering is used to modify organisms.  <b>Knowledge of biodiversity</b>, including its importance for ecosystems, how it is measured, and the impact of human activities on species diversity.  <b>Understanding the process of photosynthesis</b>, including how plants convert light energy into chemical energy, the factors that affect it, and its role in the carbon cycle.  <b>Knowledge of ecosystems</b>, including the interactions between organisms and their environment, food chains, food webs, and the balance of populations.  <b>Understanding decay and the water cycle</b>, including the process of decomposition and its role in recycling nutrients, and how water moves through the environment in the water cycle</p>	<p><b>Chemistry</b>  <b>Understanding the extraction and use of metals</b>, including the methods of extracting metals from their ores, the reactivity series, and the practical uses of metals in everyday life.  <b>Knowledge of acid reactions</b>, including how acids react with bases, metals, and carbonates, as well as the formation of salts and the pH scale.  <b>Understanding polymers and plastics</b>, including how plastics are made, their practical uses, and the environmental challenges posed by plastic waste.  <b>Knowledge of the Earth's atmosphere and global warming</b>, including the composition of the atmosphere, the greenhouse effect, and the impact of human activities on climate change.  <b>Understanding pollution and the human impact on the environment</b>, including air and water pollution, the effects of human activities on ecosystems, and strategies to reduce environmental damage.</p>	<p><b>Physics</b>  <b>Understanding space</b>, including the structure of the solar system, the life cycle of stars, and the forces that govern planetary motion.  <b>Knowledge of waves</b>, including the properties of transverse and longitudinal waves, and how they are used in technology and communication (e.g., sound waves, light waves).  <b>Understanding friction</b>, including how friction affects motion, the factors that influence it, and its role in everyday activities and engineering.  <b>Knowledge of reaction times</b>, including how reaction times can be measured, factors that affect them, and their importance in activities like driving.  <b>Understanding electrical resistance</b>, including how it affects current flow in circuits, the factors that influence resistance, and how it is measured.  <b>Knowledge of speed</b>, including how speed is calculated, factors that affect speed, and its relationship to distance and time in motion.  <b>Understanding electromagnets</b>, including how they are created, their applications in technology, and how their strength can be modified.</p>
<p style="text-align: center;"><b>ICT</b></p> <p style="text-align: center;"><b>Functional Skills Level 1</b></p>	10	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		<p><b>Using ICT</b>  Logging in and using passwords securely.  Using input and output devices (keyboard, mouse, printer).  Opening, saving, and printing documents.  Creating, renaming, and organising files in folders.  Applying password protection to files and devices.  Recognising and avoiding phishing scams and suspicious emails.</p>	<p><b>Finding and Selecting Information</b>  Evaluating websites for reliability (e.g., looking for "https," checking author credentials). Understanding copyright and how to use online resources legally.  Composing, sending, and replying to emails.  Attaching files to an email and downloading attachments.  Organising emails into folders and using search functions.</p>	<p><b>Developing, presenting and Communicating Information.</b>  Creating and saving a new document.  Using basic formatting tools to edit a document (bold, italics, underline).  Using spell check to improve writing accuracy.  Creating a presentation with a clear structure.  Adding text, images, and graphs to slides.  Practicing delivering the presentation clearly and confidently.</p>

			<p>Organising and compressing files (e.g., zipping folders).</p> <p>Uploading and downloading files from the cloud.</p> <p>Sharing documents via links and attaching them to emails.</p> <p>Collaborating in real-time using shared documents and folders.</p> <p>Using online meeting platforms for communication and project coordination.</p> <p>Editing shared documents and tracking changes.</p>	<p>Entering and organising data in cells.</p> <p>Using basic formulas for addition, subtraction, and averages.</p> <p>Creating simple charts to represent data visually.</p> <p>Managing online accounts with privacy settings.</p> <p>Understanding and recognising safe vs. unsafe online behaviour.</p> <p>Responding appropriately to data breaches and potential scams.</p> <p>Using spreadsheets charts and databases.</p>	<p>Enhancing presentations with multimedia elements (videos, sound).</p> <p>Creating polished, professional reports with images, graphs, and formatted text.</p> <p>Delivering presentations confidently, using ICT to support communication.</p> <p>Creating leaflet/advert/letter.</p> <p>Creating a Logo.</p>
<b>ICT</b> <b>Functional Skills Level 2</b>		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	
		<p>11</p> <p><b>Strengthening Core ICT Competence</b></p> <p>Using advanced file structures, sorting files by attributes, and managing storage.</p> <p>Backing up data, zipping files, and restoring previous versions.</p> <p>Understanding cloud storage's benefits and limitations and sharing files securely.</p> <p>Securing online accounts with two-factor authentication.</p> <p>Recognising phishing emails, malicious websites, and scams.</p> <p>Applying privacy settings across various platforms (social media, email).</p> <p>Performing precise searches using filters, quotes, and advanced search operators.</p> <p>Cross-referencing multiple sources for credibility and accuracy.</p> <p>Accessing and evaluating academic databases for trusted information.</p> <p>Using bookmarking tools and organising online research into folders and lists.</p> <p>Sorting and analysing digital information to inform decision-making.</p> <p>Storing, retrieving, and managing large amounts of digital data.</p>	<p><b>Applying ICT Skills in Professional Contexts</b></p> <p>Using advanced spreadsheet formulas to automate calculations.</p> <p>Sorting and filtering data to extract relevant information.</p> <p>Creating professional graphs and charts to summarise data.</p> <p>Using ICT tools to plan and organise projects (e.g., Gantt charts, timelines).</p> <p>Managing tasks and milestones with online collaboration tools.</p> <p>Coordinating team efforts through shared workspaces and communication platforms.</p> <p>Creating surveys or questionnaires to collect data.</p> <p>Using pivot tables and charts to summarise and analyse data.</p> <p>Interpreting data results and presenting them in a clear, understandable way.</p> <p>Evaluating software based on the task's needs and selecting appropriate tools.</p> <p>Integrating and transitioning data between different programs.</p> <p>Problem-solving using the appropriate software for specific situations (e.g., project management, data analysis).</p>	<p><b>Real-World ICT Applications and Professional Communication</b></p> <p>Managing personal finances using spreadsheet templates.</p> <p>Using ICT systems to generate and track invoices or inventory.</p> <p>Identifying and resolving common ICT issues independently.</p> <p>Organising and participating in online meetings with shared documents.</p> <p>Collaborating on real-time documents with team members (Google Docs/Sheets).</p> <p>Managing shared folders and version histories to ensure collaboration efficiency.</p> <p>Using databases to store customer data securely and efficiently.</p> <p>Retrieving and updating records within business information systems.</p> <p>Analysing sales or customer data to inform business decisions.</p> <p>Organising large datasets for efficient access and analysis.</p> <p>Using ICT tools to manage and track multiple data points (e.g., customer databases).</p> <p>Archiving and securing digital information to prevent data loss.</p>	

PSHE/RSE  
Level 1

10

TERM 1	TERM 2	TERM 3
<p>Personal action Planning Understanding goals: Recognising the difference between short-term, long-term, and personal goals, and using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria to set clear, realistic objectives for personal and professional development. Setting achievable goals: Learning to identify and set realistic, actionable goals, such as improving punctuality, managing time effectively, or completing specific tasks. Prioritising goals based on importance and resources, while being adaptable to changing circumstances.</p>	<p>Drugs Education Understanding what a drug is (medicines vs. harmful substances). Basic knowledge of everyday medicines and why they should only be taken when necessary (e.g., paracetamol). Awareness that some substances (like alcohol or cigarettes) can be harmful. Understanding that medicines should be taken under adult supervision or as directed by a doctor. Recognising "no" when offered something they don't want (consent and refusal).</p>	<p>Sex and Relationship Recognising healthy vs. unhealthy relationships (respect, trust). Awareness of boundaries in relationships and understanding personal space. Learning about the importance of consent in all types of relationships. Understanding that emotions and relationships can change over time. Basic knowledge of the physical aspects of relationships (e.g., affection).</p>
<p>Personal Finance Understanding basic financial concepts (income, expenses, savings). Recognising the importance of budgeting for personal expenses (e.g., food, travel). Learning how to compare prices and make informed spending decisions. Understanding the importance of saving for future goals (e.g., buying a phone, going on holiday). Awareness of the basics of banking (saving accounts, withdrawing money). Recognising the consequences of overspending or accumulating debt.</p>	<p>Personal safety Recognising signs of danger or unsafe situations (e.g., being followed, unsafe locations). Learning how to stay safe online (e.g., not sharing personal information, understanding privacy settings). Knowing how to communicate effectively in emergency situations (e.g., what to say when calling for help). Understanding the importance of trust and how to recognise unsafe behaviours in others. Awareness of safety measures in public places (e.g., knowing exits, reporting suspicious behaviour).</p>	<p>Introduction to diversity, prejudice and discrimination Understanding the concepts of diversity, inclusion, and the value of different perspectives. Recognising different forms of prejudice and discrimination (e.g., based on race, gender, disability). Learning about the impact of discrimination on individuals and communities. Understanding the importance of standing up against unfair treatment (e.g., speaking out when witnessing bullying). Awareness of laws and rights related to equality and discrimination (e.g., Equality Act). Recognising how to promote respect and understanding among different groups of people.</p>
<p>Emotional Wellbeing Knowing how to express emotions in positive ways (e.g., talking, writing). Awareness of the importance of self-care for emotional wellbeing (e.g., doing activities they enjoy, relaxation techniques).</p>	<p>Healthy Lifestyles Learning how sleep, relaxation, and managing stress are important parts of a healthy lifestyle. Understanding the consequences of an unhealthy lifestyle (e.g.,</p>	<p>Relationships, behaviour and practices in the workplace Recognising the importance of communication skills in the workplace (listening, speaking clearly).</p>
<p>Being a critical Consumer Recognising advertising techniques and how they can influence decisions (e.g., catchy slogans, celebrities). Learning how to compare different products (e.g., price comparisons, reading labels).</p>	<p>Making informed career choices Learning how to research different careers and their requirements. Understanding how work experience can inform career choices.</p>	

			Recognising the importance of talking to someone if they are struggling emotionally. Understanding how relationships (friends, family) can affect emotional wellbeing, both positively and negatively.	obesity, fatigue, feeling unwell). Awareness of how smoking, alcohol, and drugs can negatively affect health. Recognising the importance of regular medical check-ups, vaccinations, and dental care.	Learning about different roles and responsibilities in a team. Understanding how to accept feedback and criticism in a positive way. Awareness of the importance of punctuality and reliability in the workplace. Recognising diversity and inclusion in the workplace and the value of different perspectives.	Awareness of the role of networking and connections in finding job opportunities. Recognising the importance of setting personal goals for career aspirations.	Understanding the concept of fair trade and the importance of ethical consumption. Awareness of consumer rights and responsibilities (e.g., returns, refunds, and quality of goods). Recognising the impact of spending habits on personal finances and the environment.	
PSHE/RSE LEVEL 2		11	TERM 1		TERM 2		TERM 3	
			Personal action Planning Motivation and effort: Understanding that motivation, consistent effort, and self-discipline are essential for achieving goals. Learning strategies to stay focused and overcome challenges, such as setting milestones and maintaining motivation through rewards and progress tracking. Time management and planning: Effectively allocating resources (e.g., time, energy) and anticipating obstacles through careful planning and scheduling. Support networks: Learning how to	Drugs Education Differentiating between legal and illegal drugs (e.g., medicines vs. illegal substances like cannabis). Awareness of the effects of alcohol, smoking, and drugs on health. Recognising the signs of harmful behaviour related to drugs and alcohol (e.g., addiction, peer pressure). Understanding the importance of saying "no" to drugs and understanding the	Sex and Relationship Gaining knowledge about sexual health, including the importance of safe sex practices to prevent sexually transmitted infections (STIs) and unintended pregnancies. Understanding various contraceptive methods, their effectiveness, and the importance of making informed choices about sexual activity. Exploring the importance of regular health	Personal Finance Understanding fixed and variable expenses, and how to prioritise spending to meet essential needs while allowing for discretionary spending. Developing skills to adjust budgets based on changing financial situations, such as unexpected expenses or changes in income. Learning about basic investment concepts, including the difference between saving and investing,	Personal safety Understanding the importance of personal boundaries in relationships, including emotional, physical, and digital boundaries. Learning how to assertively communicate boundaries and recognise when they are being violated. Learning how to resolve conflicts peacefully, including effective communication skills, negotiation, and seeking help from authorities when necessary. Recognising when to seek help from trusted	Introduction to diversity, prejudice and discrimination Exploring the concept of intersectionality, which acknowledges how various aspects of identity (e.g., race, gender, class) intersect and impact individuals' experiences. Examining the role of media and societal narratives in shaping perceptions of different groups and how misinformation can perpetuate prejudice.

			<p>communicate goals, seek advice, and use feedback to stay accountable and enhance personal growth.</p>	<p>consequences of drug misuse. Knowing where to seek help if faced with pressure or issues related to drugs (e.g., talking to a trusted adult, contacting a help service).</p>	<p>check-ups and accessing sexual health services. Learning how to communicate consent effectively and respectfully in relationships. Gaining awareness of diverse sexual orientations and gender identities, fostering an understanding and acceptance of different relationship dynamics.</p>	<p>types of investments (e.g., stocks, bonds), and the risks and rewards associated with investing. Understanding responsibilities when entering into financial agreements, such as contracts, loans, and credit agreements. Learning how to make informed financial decisions by researching options, comparing products, and understanding the terms and conditions.</p>	<p>adults or authorities in situations where personal safety may be at risk. Recognising legal responsibilities regarding personal safety, including the consequences of unsafe behaviour and how to advocate for oneself and others</p>	<p>Exploring the legal framework surrounding discrimination, including key legislation (e.g., Equality Act 2010 in the UK) and the rights it protects. Exploring ways to engage with diverse communities to foster understanding, cooperation, and mutual respect. Understanding how to be an active citizen by participating in initiatives that promote equality and combat</p>
			<p>Emotional Wellbeing Understanding Emotional Health: Recognising the importance of emotional well-being and how it affects overall health and quality of life. Learning about different emotions, their causes, and how to manage them effectively. Coping Strategies: Developing skills to cope with stress, anxiety, and difficult emotions. This includes techniques such as mindfulness, positive thinking, and seeking support from friends, family, or professionals.</p>	<p>Healthy Lifestyles Nutrition and Diet: Learning the principles of a balanced diet, understanding food groups, and recognising the impact of nutrition on physical and mental health. Physical Activity: Understanding the benefits of regular exercise and how it contributes to overall well-being. Learning about different forms of physical activity and setting</p>	<p>Relationships, behaviour and practices in the workplace Communication Skills: Developing effective communication skills, including active listening, expressing feelings, and resolving conflicts constructively. Diversity in Relationships: Recognising and respecting different types of relationships, including</p>	<p>Making informed career choices Career Exploration: Exploring different career paths and understanding the skills and qualifications required for various professions. Learning about the job market and the importance of aligning personal interests and strengths with career choices. Goal Setting: Developing the</p>	<p>Being a critical Consumer Consumer Rights: Learning about consumer rights and protections, including understanding contracts, returns, and warranties. Evaluating Products and Services: Developing skills to assess the quality, value, and ethical implications of products and services, including understanding advertising tactics and recognising misleading claims.</p>	<p>discrimination, such as awareness campaigns and community projects. Encouraging ongoing education and awareness about diversity, prejudice, and discrimination, fostering a commitment to lifelong learning and advocacy for social justice.</p>

		<p><b>Building Resilience:</b> Learning how to bounce back from setbacks and challenges, understanding the role of self-esteem and self-acceptance in resilience.</p> <p><b>Seeking Help:</b> Understanding when and how to seek help for emotional issues, including knowing how to access support services and mental health resources.</p>	<p>personal fitness goals.</p> <p><b>Sleep Hygiene:</b> Learning about the importance of sleep for physical and mental health and developing strategies for maintaining good sleep hygiene.</p>	<p>friendships, family dynamics, and romantic relationships, as well as the impact of diversity on personal interactions.</p> <p><b>Workplace Relationships:</b> Learning the importance of teamwork, collaboration, and effective communication in a professional environment.</p> <p>Understanding how to build positive relationships with colleagues and supervisors.</p> <p><b>Workplace Rights and Responsibilities:</b> Recognising employee rights and responsibilities, including understanding workplace policies and procedures, such as anti-discrimination laws and health and safety regulations.</p>	<p>ability to set realistic and achievable career goals, creating action plans to reach those goals, and adapting plans as necessary.</p> <p><b>Networking and Mentorship:</b> Understanding the importance of building professional networks and seeking mentorship to support career development.</p>	<p><b>Sustainable Consumption:</b> Understanding the impact of consumer choices on the environment and society and exploring sustainable practices that promote ethical consumption and minimise harm.</p>	
D D X W C		TERM 1		TERM 2		TERM 3	

		10	<p>Introduction to DofE and Planning Overview of the DofE program, its purpose, and benefits. Discuss the requirements and sections of the Bronze Award. Setting personal goals for the award Brainstorming and selecting activities for each section (Volunteering, Physical, Skills). Discussion on the importance of commitment and consistency. Introduction to expedition planning (route mapping, choosing a location). Basics of navigation, map reading, and understanding safety protocols.</p>	<p>Volunteering and Skills Students select and start a volunteering project (e.g., helping in local charities, schools, or community organisations). Reflective journal entries on their experiences and the skills gained. Choose a skill to develop (e.g., cooking, photography, music). Weekly practice and reflection on progress, challenges, and achievements.</p>	<p>Physical Activity and Expedition Students choose a physical activity (e.g., sports, dance, hiking). Regular participation and tracking improvements (e.g., fitness goals, distance covered). Safety training (first aid, emergency procedures). Practice hikes to build stamina and teamwork. Finalise expedition plans (food, equipment, and packing).  <i>Conduct the Bronze Award expedition (2 days and 1 night).</i></p>
			<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>DUKE OF EDINBURGH</b> (Silver)		11	<p>Introduction to Silver Overview of Silver Award requirements and differences from Bronze. Discussing individual goals and setting timelines. Selecting activities for Volunteering, Physical, and Skills sections. Planning and committing to these activities.</p>	<p>Volunteering and Skills Development (Silver) Initiate a new volunteering project or continue the previous one with greater responsibility. Reflective journals focusing on impact and personal growth. Choose a new or advanced skill to work on (e.g., leadership, advanced sports techniques). Regular practice and reflection on progress, challenges, and achievements.</p>	<p>Silver Award Expedition Preparation Choose a physical activity with more complexity (e.g., a new sport or increased intensity). Track progress and improvement over time. Focus on more complex route planning and navigation skills. Team formation and role allocation for the expedition. Safety training specific to silver requirements (e.g., advanced first aid). Practice hikes focusing on team navigation and endurance.  <i>Conduct the Silver Award expedition (3 days and 2 nights).</i></p>
<b>O P T I C</b>			<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>

		10	<p style="text-align: center;"><b>AQA UNITS – ENTRY 1, ENTRY 2, LEVEL 1, LEVEL 2, LEVEL 3</b></p> <p style="text-align: center;"><i>The AQA Unit Award Scheme (UAS) offers a wide range of units in many subjects, including: Art and design, Biology, Business, Chemistry, Computer science, Digital skills, English, French, Geography, and History</i></p> <p style="text-align: center;"><b>ASDAN SHORT COURSES</b></p> <p style="text-align: center;"><i>ASDAN offer a variety of short courses, including careers, English, leadership, road wise, food wise, gardening, living independently and a wide variety of vocational taster courses.</i></p>		
<b>OPTIONS</b>			<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		11	<p style="text-align: center;"><b>AQA UNITS – ENTRY 1, ENTRY 2, LEVEL 1, LEVEL 2, LEVEL 3</b></p> <p style="text-align: center;"><i>The AQA Unit Award Scheme (UAS) offers a wide range of units in many subjects, including: Art and design, Biology, Business, Chemistry, Computer science, Digital skills, English, French, Geography, and History</i></p> <p style="text-align: center;"><b>ASDAN SHORT COURSES</b></p> <p style="text-align: center;"><i>ASDAN offer a variety of short courses, including careers, English, leadership, road wise, food wise, gardening, living independently and a wide variety of vocational taster courses.</i></p>		

<b>COHORT B – EQUALS</b>					
<b>Subject Areas</b>		<b>TERM 1</b>		<b>TERM 2</b>	
		<b>TERM 3</b>			
<b>EQUALS ENGLISH</b>	10	<p><b>Creating an Interest</b> <b>Poetry, Plays and Songs</b> Look at short poems and find rhymes, rhyming words. Compare non-rhyming poems/riddles, limericks and story poems. Review a set of poems and look at mood and comedy in poems. Perform a poem using musical instruments, using instruments that match the different sounds Write a rhyming poem with minimal support.</p>	<p><b>Literacy for Information</b> <b>Magazines and Newspapers</b> Contribute to class and/or school newsletter. Interview people in school for news items. Write about and/or take pictures of a school event. Access magazines/newspapers in different ways. Locate specific information in newspapers. Create headlines for displays in school.</p> <p><b>Using a Library.</b> Visit the local library.</p>	<p><b>Sharing Information</b> <b>Letters and postcards</b> Create a big scene. Record a message. Students to practise giving messages to staff. Make cards for family Visit a local shop and/or Post Office to buy and send stamps. Design your own stamps. Design your own postcard to advertise an event.</p>	



		<p>Watch a short play or study a short play and act it out. Look at characters, and the beginning and end of a story. Review the play with reasons and improvements. Brainstorm ideas for own play: including characters, writing dialogue and story line for a play. Video and show the play.</p>	<p>Join the library and experience. Identify fiction and non-fiction books. With help, look up a book on the computer library catalogue and find book.  <b>Bibliography and Factual Literature</b>  Find information on a specific topic from non-fiction books and magazines  Explore and present information on a hobby or favourite subject  Take photos of books to make a pictorial dictionary.  Create a poster to advertise a school event.</p>	<p>Discuss what a letter is and the different types of letters: thank you, apology, complaint, friendly and formal.  Explore famous letters.  Use email to send letters.  <b>People and Events</b>  Use appropriate greetings for different people. Initiate conversations with friends.  Choose a celebrity to research; research the celebrity using books and internet. Make a scrapbook, PowerPoint presentation or poster.</p>
<b>Subject Areas</b>		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
EQUALS ENGLISH	11	<p><b>Books including Traditional Tales</b></p> <p>Read and create sensory stories using props, costumes, masks, puppets and scenery.  Explore books with versions in written text, audio tape or video and make comparisons. Create a story by using photos/pictures with PowerPoint/ Slideshow Maker.  Explore books and traditional tales from different countries.  Put together a class book to read or recite together.  Identify basic story elements and summaries the plot using 'beginning-middle-end'.  Explore alternative endings for the same story.  Create books for different audiences.  Visit the theatre, cinema, local radio or TV station.  Meet/invite into school local actors, TV or radio presenters.  Re-enact favourite films, TV programmes or theatre shows.  Make a scrapbook of favourite characters on the TV, cinema or theatre.  Produce promotional literature to advertise or accompany a film, theatre show or TV</p>	<p><b>Literacy for Life and Leisure</b></p> <p><b>Using Leisure Facilities</b></p> <p>Set up a range of leisure activities for students to experience.  Creative invitations, diaries, reports etc on the events.  Create PowerPoint of students exploring the different activities.  Create nonfiction sensory book about the different leisure activities.</p> <p><b>Using the Internet</b></p> <p>Access the internet using a range of technology.  Explore maps on Google Earth.</p>	<p><b>Literacy for the Future</b></p> <p><b>Form Filling and Personal Details</b></p> <p>Practice writing, speaking, and recording personal information.  Write about past experiences and major events, previous schools, homes.  Activities on likes/ dislikes/strengths/ weaknesses  Complete simple application form.  Keep a diary.</p> <p><b>This is Me and Personal Statements</b></p> <p>Using personal information, students to choose favourite photos from subjects and leisure activities.  Students to draw/paint/collage pictures of their family.  Staff to help create a PowerPoint with students.  Activities on likes/dislikes.  Put personal information into a simple CV using pictures, symbols and writing.</p>
		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>

<p><b>EQUALS MATHS</b></p>	<p>10</p>	<p><b>Maths for Design</b> Repeating Patterns. Copy and continue a simple pattern. Create your own repeating patterns. Research and present a project on repeating patterns in the environment. Use printing methods to design decorative items. Use stencils.</p> <p><b>Shape, Colour and Space</b> Explore a range of different shaped and coloured objects from within different environments. Find shapes in the environment. Experience the effects of rotation. Understand positional language. Study famous works of art.</p> <p><b>Design</b> Design a painting using splatter print, hand/footprints in certain colours. Create, plan and design a hat/T-shirt/mask. Design a bedroom. Design a mini garden. Design a textile item.</p>	<p><b>Maths for Life</b> Shopping. Making a shopping list. Compare prices of items in different shop, using different types of shops providing a range of services. Using different types of checkouts. Exchanging money while shopping. Internet shopping.</p> <p><b>Domestic Appliances.</b> Using a range of appliances to set temperature, time, speed of programme microwave, cooker, washing machine, food processor. Using switches to operate appliances Playing games on iPad, Touch screen, computer</p> <p><b>Telephone and Communication</b> Practise recognising numbers. Simulated telephone exchanges. Using personal communication devices. Using telephone directory and online directory. Using a mobile phone for talking, texting and FaceTime Using a mobile phone: extras such as calculator, clock, calendar and alarm</p>	<p><b>Maths for the Community</b> <b>Maps, Travel and Timetables.</b> Plan a route to different venues. Plan an individual timetable. Use different ways of travelling in the local and wider area. Make a sensory map of the classroom, school grounds, routes around school. Make a sensory map of the classroom, school grounds, routes around school. Use a Bee Bot to plan a route. Set up an obstacle course.</p> <p><b>Using Leisure Facilities</b> Visit the local leisure centre to participate in sports. Use a stopwatch to time events. Keeping score. Measuring distances. Visit local facilities for shopping. Visit and use the local cinema, theatre. Buy tickets and locate seats.</p> <p><b>Money</b> Use money and arrange a practical activity in school such as enterprise. Students raise money for a charity. Sort and recognise coins and notes. Exchange money.</p>
<p><b>EQUALS MATHS</b></p>	<p>11</p>	<p><b>TERM 1</b></p> <p><b>Maths in Everyday Life</b> <b>Measurement and Volume.</b> Prepare drinks, snacks and meals, using jugs, cups and spoons to measure liquids and dry ingredients. Bake a cake. Participate in leisure activities such as Boccia or Kurling, record distances scored. Make a map of your classroom or school using measuring equipment. Make an item out of fabric using a tape measure.</p>	<p><b>TERM 2</b></p> <p><b>Maths for the Future</b> <b>Enterprise</b> Set up and run over a period a mini enterprise activity Use a set budget to hold an event. Raise money for a charity by holding a one-off enterprise activity Hold a Dragon's Den event. Bespoke T-shirt printing.</p> <p><b>Work</b> Working to a timetable in an enterprise activity.</p>	<p><b>TERM 3</b></p> <p><b>Financial Responsibility</b> Learn about opening a bank account, paying into and withdrawing money from an account. Budgeting for an event. learn about using a cash machine. Having a school enterprise bank account administered by students. Budgeting own pocket money or allowances. Paying for own entrances, fares, personal items for e.g. toiletries. Designing and budgeting menus for own meals.</p>

		<p>Ask for appropriately sized drinks in café or pub.          Know your own clothes and shoe size.  <b>Weighing and Cooking</b>          Use different types of weighing scales          Weigh ingredients required for a recipe.          Dividing provisions between different storage containers Estimate amount of food needed.          Using other electrical equipment such as Multichip and hand blender</p> <p>Using different kitchen appliances.</p> <p>Setting the temperature on different appliances.</p> <p style="text-align: center;"><b>Time</b></p> <p>Keeping individual diaries and calendars.          Personal timetables.          Create displays and sensory experiences to show the differences in the seasons.          Set personal targets to a time scale.          Time activities.          Use clocks or a watch.</p>	<p>Learning to be on time as part of school timetable and then follow on into leisure and work.</p> <p>Using public transport to get to and from work.</p> <p>Using any income appropriately</p> <p>Developing routines within the workplace.</p> <p>Developing number skills where appropriate to the job for e.g. in a hotel, counting out items on a bedroom tray in readiness for new residents or at a garden centre, planting out seedlings into divided trays</p>	<p>Carrying your own money safely for e.g. in a wallet, purse etc.          Different methods of payment such as cash card, cash, PayPal and gift token/cards.          Managing own phone either by pay as you go or on contract</p>
		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>EQUALS ICT</b>	10	<p style="text-align: center;"><b>ICT and Creativity</b></p> <p>Film Making          Understanding the filmmaking process, including pre-production, production, and post-production phases.          Scriptwriting techniques: creating a screenplay, developing characters, and structuring a narrative.          Storyboarding: visualising scenes and planning shots.          Planning and organising shoots: scheduling, location scouting, and equipment preparation.          Camera operation: understanding different types of cameras, lenses, and how to frame shots.          Lighting techniques: using natural and artificial light to create mood and enhance visuals.          Sound recording: capturing high-quality audio using microphones and sound equipment.</p>	<p>ICT for Pleasure, Leisure and Information          Use of Community ICT Facilities          Types of Facilities: Identifying various community ICT resources, such as public libraries, community centres, and technology hubs.          Accessibility: Understanding the importance of accessibility in community ICT facilities for diverse populations, including individuals with disabilities.          Resource Availability: Learning about the range of resources available, such as computers, internet access, printers, audio-visual equipment, and software applications.          Basic Computer Skills: Gaining proficiency in using computers, including operating systems, software applications, and troubleshooting common issues.          Internet Navigation: Learning how to effectively search for information online,</p>	<p style="text-align: center;"><b>Keeping in Touch</b></p> <p>Exchanging Information; E-Mail, Texting, Using a mobile phone          Types of Communication: Recognising different forms of communication, including emails, text messages, instant messaging, and voice calls.          Choosing the Right Medium: Understanding when to use specific communication methods based on context, audience, and purpose (e.g., formal vs. informal communication).          Email Basics: Understanding the components of an email, including the subject line, greeting, body, and closing.          Texting Protocols: Understanding the conventions of texting, including abbreviations, emojis, and informal language.          Group Messaging: Learning how to communicate effectively in group chats, including managing notifications and respecting privacy.</p>

		Directing: guiding actors and crew to achieve the desired vision for a scene.	evaluate sources, and utilise digital databases and libraries.	Using Communication Apps: Familiarity with popular communication apps (e.g., WhatsApp, Messenger, Slack) for texting, voice, and video calls. Setting Up Contacts: Learning how to store, manage, and organise contacts on a mobile phone for easy communication. Voicemail and Call Management: Understanding how to use voicemail, call forwarding, and managing missed calls.
EQUALS ICT	11	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		<p>Keeping in Touch News Sharing <b>Types of News:</b> Recognising different categories of news, such as local, national, international, and specialised (e.g., sports, entertainment, science). <b>Social media:</b> Exploring how platforms like Facebook, Twitter, Instagram, and LinkedIn can be used to share news and information with a broader audience. <b>Blogs and Websites:</b> Understanding how to create and maintain personal blogs or websites for sharing news and information. <b>News Apps:</b> Learning to navigate and utilise news applications that provide updates and alerts on current events. <b>Writing News Articles:</b> Developing skills in writing clear and concise news articles, including the structure of a news piece (headline, lead, body, and conclusion). <b>Multimedia Elements:</b> Understanding how to incorporate images, videos, and infographics to enhance news stories and engage readers. <b>Sharing Techniques:</b> Learning how to effectively share news content through various digital channels, including email, social media, and instant messaging.</p>	<p><b>ICT in Enterprise</b> Promotion and Advertising <b>Basic Concepts:</b> Learning the definitions of promotion and advertising, including the differences between them and how they relate to marketing. <b>Purpose of Advertising:</b> Understanding the role of advertising in influencing consumer behaviour and driving sales. <b>Social Media Marketing:</b> Exploring how to use platforms like Facebook, Instagram, Twitter, and LinkedIn for advertising and promoting products or services. <b>Email Marketing:</b> Learning the basics of creating effective email marketing campaigns, including crafting subject lines, designing email layouts, and segmenting email lists. <b>Creativity and Innovation:</b> Encouraging creativity in developing advertising ideas and campaigns, fostering innovative thinking.</p>	<p><b>ICT for the future</b> <b>Shopping; online (internet) and in the community</b> Concept of Online Shopping: Learning what online shopping is and how it differs from traditional shopping methods. <b>Popular Online Platforms:</b> Familiarisation with popular online shopping platforms (e.g., Amazon, eBay, online grocery services) and their features. <b>Reading Reviews:</b> Learning how to read customer reviews and ratings to make informed purchasing decisions. <b>Understanding Product Descriptions:</b> Gaining skills in interpreting product specifications, images, and pricing to evaluate the suitability of items. <b>Shopping in the Community</b> Identifying Local Stores: Understanding how to locate and identify community stores, markets, and services available locally. <b>Confidence in Technology Use:</b> Building confidence in using technology for practical purposes, such as shopping and community engagement.</p>
EQUALS PSHE/RSE	10	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		<p>Road Safety <b>Definition of Road Safety:</b> Students will learn what road safety means and why it is important for personal safety and the safety of others.</p>	<p>Good Relationships <b>Communication in Relationships:</b> Students will understand the key principles of effective communication in relationships, including how to express and discuss feelings, actively listen,</p>	<p>RSE - Sexuality and Enjoyment <b>Understanding Challenges:</b> Students will learn that challenges can arise in various aspects of life, including relationships and health, and develop resilience strategies to cope with setbacks.</p>

	<p><b>Types of Roads and Traffic:</b> Students will understand different types of roads (e.g., residential, main roads) and the types of vehicles that use them.</p> <p><b>Traffic Signs:</b> Students will learn to identify basic traffic signs (e.g., stop signs, pedestrian crossings, speed limits) and understand their meanings.</p> <p><b>Traffic Lights:</b> Students will learn the purpose of traffic lights and what each colour signifies for drivers and pedestrians.</p> <p><b>Understanding Consequences:</b> Students will discuss the potential consequences of unsafe behaviours, such as running into the road or ignoring traffic signs.</p> <p><b>Understanding First Aid Basics:</b> Students will gain a basic understanding of first aid measures in case of minor injuries, emphasising the importance of seeking professional help when needed.</p>	<p>and show empathy as they navigate personal growth and changing dynamics.</p> <p><b>Impact of Family Changes:</b> Students will explore the psychological and emotional effects of separation, divorce, and bereavement on individuals and family dynamics, Recognising common reactions such as grief and adjustment challenges.</p> <p><b>Supportive Organisations:</b> Students will learn about statutory and voluntary organisations that offer assistance during relationship crises, including counselling centres and helplines.</p> <p><b>Accessing Help:</b> Students will identify sources of support available to them, including trusted adults and community resources, and understand how to seek help effectively during difficult times.</p>	<p><b>Emotional Aspects of Pregnancy:</b> Students will recognise the emotional challenges associated with pregnancy, such as anxiety and depression, and the importance of mental health support during this time.</p> <p><b>Benefits of Breastfeeding:</b> Students will understand the health advantages of breastfeeding for both infants and mothers, including nutritional benefits and maternal health recommendations from health organisations.</p> <p><b>Legal Framework of Sexual Activity:</b> Students will be aware of the laws regarding sexual activity, including age of consent and personal boundaries, to promote informed and responsible decision-making.</p>
<p>EQUALS PSHE/RSE</p>	<p>TERM 1</p>	<p>TERM 2</p>	<p>TERM 3</p>
	<p>11</p> <p>A healthy lifestyle</p> <p><b>Components of a Healthy Lifestyle:</b> Students will learn about the key components of a healthy lifestyle, including balanced nutrition, regular physical activity, sufficient sleep, and mental well-being.</p> <p><b>Nutrition and Healthy Eating:</b> Students will explore the basics of nutrition, focusing on the importance of food groups, portion sizes, and making healthier food choices to create balanced meals.</p> <p><b>Physical Activity Benefits:</b> Students will gain knowledge about the importance of regular physical activity and its health benefits, such as improved cardiovascular health and mental well-being.</p> <p><b>Mental Well-Being:</b> Students will learn about Recognising signs of stress and anxiety and explore strategies for managing mental health, including mindfulness and seeking support.</p> <p><b>Making Informed Health Choices:</b> Students will understand the significance of making informed health choices by evaluating the</p>	<p>Developing Relationships</p> <p><b>Transition to Adult Life:</b> Students will learn about the skills and resources necessary for a successful transition to adult life, including practical life skills, financial literacy, and understanding their rights and responsibilities as adults.</p> <p><b>Understanding Personal Relationships:</b> Students will explore various types of personal relationships (e.g., friendships, family, romantic) and their significance in fostering emotional well-being, social support, and personal development. They will study the characteristics of healthy vs. unhealthy relationships.</p> <p><b>Accessing Help and Managing Risk:</b> Students will gain knowledge about resources available for seeking help in situations of risk, including understanding risk factors and strategies for effective problem-solving and decision-making in challenging circumstances.</p> <p><b>Personal Hygiene Awareness:</b> Students will understand the importance of personal</p>	<p>Human Reproduction</p> <p><b>Puberty Changes:</b> Students will learn about the physical, emotional, and hormonal changes that occur during puberty, including the development of secondary sexual characteristics and individual variability in these changes.</p> <p><b>Sexual Intercourse:</b> Students will gain knowledge about sexual intercourse, covering the biological, physiological, and emotional aspects, as well as the importance of consent and communication in sexual relationships.</p> <p><b>Babies and Their Needs:</b> Students will understand the developmental stages of infants, including their physical, emotional, and nutritional needs, and the importance of care and bonding for healthy development.</p> <p><b>Contraception:</b> Students will learn about various contraception methods, including hormonal, barrier, and natural family planning techniques, focusing on how they work to prevent pregnancy and the importance of informed decision-making in reproductive health.</p>

		risks and benefits of lifestyle habits like smoking and alcohol consumption.	hygiene and health, including the basic principles of cleanliness. <b>Finding Personal Care Products:</b> Students will learn how to identify and locate personal care products in their community, including understanding the variety of options available and how to choose products that meet their personal hygiene needs. <b>Personal Image and Its Impact:</b> Students will explore the concept of personal image, including how it affects their self-esteem and the perceptions of others.	
DUKE OF EDINBURGH (Bronze)	10	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		Introduction to DofE and Planning Overview of the DofE program, its purpose, and benefits. Discuss the requirements and sections of the Bronze Award. Setting personal goals for the award Brainstorming and selecting activities for each section (Volunteering, Physical, Skills). Discussion on the importance of commitment and consistency. Introduction to expedition planning (route mapping, choosing a location). Basics of navigation, map reading, and understanding safety protocols.	Volunteering and Skills Students select and start a volunteering project (e.g., helping in local charities, schools, or community organisations). Reflective journal entries on their experiences and the skills gained. Choose a skill to develop (e.g., cooking, photography, music). Weekly practice and reflection on progress, challenges, and achievements.	Physical Activity and Expedition Students choose a physical activity (e.g., sports, dance, hiking). Regular participation and tracking improvements (e.g., fitness goals, distance covered). Safety training (first aid, emergency procedures). Practice hikes to build stamina and teamwork. Finalise expedition plans (food, equipment, and packing).  <i>Conduct the Bronze Award expedition (2 days and 1 night).</i>
DUKE OF EDINBURGH (Silver)	11	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
		Introduction to Silver Overview of Silver Award requirements and differences from Bronze. Discussing individual goals and setting timelines. Selecting activities for Volunteering, Physical, and Skills sections. Planning and committing to these activities.	<b>Volunteering and Skills Development (Silver)</b> Initiate a new volunteering project or continue the previous one with greater responsibility. Reflective journals focusing on impact and personal growth. Choose a new or advanced skill to work on (e.g., leadership, advanced sports techniques). Regular practice and reflection on progress, challenges, and achievements.	Silver Award Expedition Preparation Choose a physical activity with more complexity (e.g., a new sport or increased intensity). Track progress and improvement over time. Focus on more complex route planning and navigation skills. Team formation and role allocation for the expedition. Safety training specific to silver requirements (e.g., advanced first aid). Practice hikes focusing on team navigation and endurance.

					Conduct the Silver Award expedition (3 days and 2 nights).
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		TERM 1	TERM 2	TERM 3	
EQUALS MOVING ON PROGRAMME (Adventurer)	Science	10	<b>Heating and Cooling</b> Students will learn the difference between temperature and heat, understanding that temperature measures how hot or cold something is, while heat is the energy transferred between objects due to a temperature difference. Students will learn about the three states of matter (solid, liquid, gas) and how heating and cooling can cause changes in state (e.g., melting, freezing, boiling). Students will learn about everyday applications of heating and cooling, such as cooking, refrigeration, and heating systems in buildings, and their impact on energy use and efficiency.	<b>Electricity and man-made energy</b> Students will learn about basic electrical concepts. They will understand how electricity flows through a circuit and the role of components like batteries, wires, and light bulbs in completing a circuit. Students will gain knowledge about various sources of man-made energy, such as fossil fuels, nuclear power, and renewable energy sources (solar, wind, and hydroelectric). students will learn important electrical safety practices, including how to handle electrical devices safely, the importance of avoiding water around electrical outlets, and recognising hazards related to electricity.	<b>Mini Beasts and insects</b> Identification and Characteristics: Students will learn to identify various mini beasts and insects, focusing on their key characteristics such as body structure (number of legs, wings, and antennae) and typical habitats. <b>Life Cycles and Ecological Roles:</b> Students will explore the life cycles of insects, understanding stages of development (e.g., metamorphosis) and the important roles insects play in ecosystems, including pollination and decomposition. <b>Observational Skills and Scientific Inquiry:</b> Students will develop observational and scientific inquiry skills by engaging in hands-on activities, such as collecting and observing insects, recording their findings, and discussing their experiences to foster critical thinking.

	Independent Living	<p><b>Citizenship</b> The emergency services The student will learn about and experience the emergency services.</p> <p><b>Local current affairs</b> The student will learn about and experience local current affairs.</p> <p><b>Local environmental issues</b> The student will learn about and experience local environmental issues.</p>		<p><b>Leisure and Recreation</b> School lunchtime or after school club The student will learn about and experience school lunchtime or after school club.</p> <p><b>Dance</b> The student will learn about and experience dance.</p> <p><b>Aromatherapy/beauty therapy</b> The student will learn about and experience aromatherapy/beauty therapy.</p>		<p><b>Daily Living Skills</b> House/ indoor gardening The student will learn about and experience house/indoor gardening</p> <p><b>Preparing snacks</b> The student will learn about and experience preparing snacks</p> <p><b>Cleaning routines</b> The student will learn about and experience cleaning routines.</p>					
	World Studies/ Vocational Studies	<p><b>Technology</b> <b>Making hats and/or masks</b> The student will learn about and experience making hats and/or masks.</p> <p><b>Changing basic food recipes</b> The student will learn about and experience changing basic food recipes.</p> <p><b>Design and decoration</b> The student will learn about and experience design and decoration.</p>		<p><b>Foreign Cultures</b> <b>Language:</b> The student will learn about and experience the language or dialect of a chosen European country.</p> <p><b>Lifestyles:</b> The student will learn about and experience the lifestyle of the target European country.</p> <p><b>Wider Culture:</b> The student will learn about and experience the wider culture of a chosen European country.</p>		<p><b>Creativity</b> <b>Making and using musical instruments</b> The student will learn about and experience making and using musical instruments.</p> <p><b>Sculpture</b> The student will learn about and experience sculpture.</p> <p><b>Mime and role play</b> The student will learn about and experience mime and role play.</p>		<p><b>Humanities</b> <b>Religions, worship and festivals</b> the student will learn about and experience religions, worships and festivals.</p> <p><b>Seas, rivers and lakes</b> The student will learn about and experience seas, rivers and lakes.</p> <p><b>Kings and queens</b> The student will learn about and experience kings and queens.</p>		<p>Work related Learning and Post School Planning</p> <p><b>Team work at school</b> The student will learn about and experience team work at school.</p> <p><b>A job study</b> The student will learn about and experience a job study.</p> <p><b>Safety at school</b> The student will learn about and experience safety at school.</p>	
EQUALS MOVING ON PROGRAMME (Explorer)	Science	11	TERM 1			TERM 2			TERM 3		
			<p><b>Materials in the Home</b> <b>Types of Materials and Their Properties:</b> Students will learn about various materials commonly found in the home, such as wood, metal, glass, plastic, and fabric. They will understand the physical properties of these materials, including strength,</p>			<p><b>Natural Energy</b> <b>Types of Natural Energy Sources:</b> Students will learn about different types of natural energy sources, including solar, wind, hydroelectric, geothermal, and biomass. They will understand how these sources harness energy from natural processes and the conditions necessary for their effectiveness.</p>			<p><b>Endangered Species</b> <b>Understanding Endangered Species:</b> Students will learn what it means for a species to be endangered, including the criteria that classify a species as endangered or critically endangered. They will explore the concepts of biodiversity and</p>		



		<p>durability, insulation, and resistance to moisture.</p> <p><b>Uses and Functions of Materials:</b> Students will explore how different materials are used in household items and construction, discussing the specific functions they serve. For example, they will learn why wood is often used for furniture, plastic for containers, and glass for windows.</p> <p><b>Environmental Impact and Sustainability:</b> Students will gain awareness of the environmental impact of materials used in the home, including issues related to recycling, waste, and sustainability. They will learn about eco-friendly alternatives and the importance of choosing materials that reduce harm to the environment.</p>	<p><b>Benefits of Natural Energy:</b> Students will explore the advantages of using natural energy, such as reduced greenhouse gas emissions, sustainability, and lower long-term costs compared to fossil fuels. They will also discuss the role of natural energy in combating climate change and promoting environmental health.</p> <p><b>Applications of Natural Energy:</b> Students will gain knowledge about how natural energy is utilised in everyday life, including solar panels for electricity, wind turbines for power generation, and biomass for heating. They will learn about local and global examples of natural energy projects and their impact on communities.</p>	<p>the importance of each species within an ecosystem.</p> <p><b>Causes of Endangerment:</b> Students will gain knowledge about the various factors that contribute to the endangerment of species, such as habitat destruction, pollution, climate change, poaching, and invasive species. They will understand how human activities impact wildlife and ecosystems.</p> <p><b>Conservation Efforts:</b> Students will learn about the importance of conservation and the efforts made to protect endangered species, including laws, protected areas, and rehabilitation programs. They will explore ways individuals and communities can contribute to conservation efforts, such as supporting wildlife organizations and sustainable practices.</p>
	Independent Living	<p>Citizenship</p> <p><b>Mini enterprise financial planning</b> The student will learn about and experience mini enterprise financial planning.</p> <p><b>National current affairs</b> The student will learn about and experience national current affairs.</p> <p><b>National environmental issues</b> The student will learn about and experience national environmental issues.</p>	<p><b>Leisure and Recreation</b></p> <p><b>Making a collection</b> The student will learn about and experience making a collection.</p> <p><b>Swimming</b> The student will learn about and experience swimming.</p> <p><b>Hydrotherapy/gym</b> The student will learn about and experience hydrotherapy/gym.</p>	<p><b>Daily Living Skills</b></p> <p><b>Outdoor gardening</b> The student will learn about and experience outdoor gardening.</p> <p><b>Preparing picnics</b> The student will learn about and experience preparing picnics.</p> <p><b>Using cleaning products</b> The student will learn about and experience cleaning products.</p>

	World Studies/Vocational Studies		<p><b>Technology</b>  <b>Making a display item</b>  The student will learn about and experience making a display item.</p> <p><b>Making healthy soups</b>  The student will learn about and experience making healthy soups.</p> <p><b>Using resistant materials</b>  The student will learn about and experience resistant materials.</p>	<p><b>Foreign Cultures</b>  <b>Asian cultures: language</b>  The student will learn about and experience Asian language.</p> <p><b>Asian cultures: lifestyles</b>  The student will learn about and experience Asian lifestyles.</p> <p><b>Asian cultures: wider cultures</b>  The student will learn about and experience Asian wider cultures.</p>	<p><b>Creativity</b>  <b>Classical musical appreciation</b>  The student will learn about and experience classical music appreciation.</p> <p><b>Art – 2D representation</b>  the student will learn about and experience 2D representation.</p> <p><b>Drama – Movement and gesture</b>  The student will learn about and experience movement and gesture.</p>	<p><b>Humanities</b>  <b>Religions, worship and festivals</b>  The student will learn about and experience religions, worship and festivals.</p> <p><b>Population: cities, towns and villages</b>  The student will learn about and experience population: cities, towns and villages.</p> <p><b>Modern times</b>  The student will learn about and experience modern times.</p>	<p>Work related Learning and Post School Planning  <b>Voluntary jobs in the community</b>  The student will learn about and experience voluntary jobs in the community.</p> <p><b>Work experience in school or college</b>  The student will learn about and experience work experience in school or college.</p> <p><b>First aid and getting help</b>  The student will learn about and experience first aid and getting help.</p> <p><b>Valued individual choices</b>  The student will learn about, and experience valued individual choices.</p> <p><b>Self-presentation</b>  The student will learn about and experience self-presentation.</p> <p><b>Personal careers action plan</b>  The student will learn about and experience a personal careers action plan.</p>
			TERM 1	TERM 2	TERM 3		

OPTIONS		10	<p style="text-align: center;"><b>AQA UNITS – ENTRY 1, ENTRY 2, LEVEL 1, LEVEL 2, LEVEL 3</b></p> <p style="text-align: center;"><i>The AQA Unit Award Scheme (UAS) offers a wide range of units in many subjects, including: Art and design, Biology, Business, Chemistry, Computer science, Digital skills, English, French, Geography, and History</i></p> <p style="text-align: center;"><b>ASDAN TOWARDS INDEPENDENCE</b></p> <p style="text-align: center;">ASDAN's Towards Independence course includes a variety of modules, including Cultural, Communication and numeracy, Creative studies, independent living, Leisure, recreation, and sport, Personal development, PSHE, and citizenship, Work related and widely accessible modules, including The Sensory Range</p>		
OPTIONS		11	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
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