|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *What will they be learning, why & in what order?* | | | | | | | | |
|  | **Half Term 1** | **Half Term 2** | | **Half Term 3** | **Half Term 4** | | **Half Term 5** | **Half Term 6** |
| **Bridge/ Foundation knowledge required** | **Relationships, Respect & Team Building**  Students will build on their ability to follow laws & the rules of a variety of team games. They will also be able to play & work together as part of an effective team. Students will be able to identify what they are good at, will be able to identify kind & unkind behaviours. | **Health, Wellbeing & Safety**  Students will build on their ability to know how to take care of themselves. They will improve their ability & knowledge of how to keep safe in different environments. Students will understand how they physically & mentally develop from a baby to an adult. | | **Feeling, Emotions & Mental Health**  Students will be able to identify people who are special to them & who they trust. They will know how to identify & express their feelings in the correct manner as & where possible. Students will be able to identify mechanisms which help them to manage strong feelings. | **Diversity, Bullying & Inclusion**  Students will learn how to respect the difference between people & what behaviours constitute bullying. They will continue to explore kind behaviours and how to identify and express feelings They will discuss how communities embrace diversity and inclusion, and these are supported by our rules & laws. | | **Belief & Attitudes**  Students will build upon the idea of community & respect the diversity within it. Students will investigate the history of Christmas and Easter and the changing face of these traditions over time | **Life Choices & The Wider World**  Students will learn how to express their feelings, whilst discussing different cultures, through their music, art & food. Students will understand that different countries have different rules & laws & that we must get on with each other to care for our shared environment. |
| **Key Learning Experience / Skills** | Students will be supported through their transition into secondary school & develop the key interpersonal skills of building relationships & respect. Through a series of lessons focusing on team building & game playing. | Students will investigate factors that affect their mental & physical health, whilst developing their understanding of friendships & intimate relationships. Students will discover how their body changes during puberty & that we develop romantic feelings & the necessity for personal hygiene. Contraception, consent & parenthood will be explored. Students will scientifically compare anti-perspirants & deodorants, visit the park, undertake litter picking, sponsored walk over the Humber Bridge and visit a gym. Opportunities to tie shoelaces and tell the time – life skills. | | Students will be able to identify & express a range of different feelings & emotions. Awareness of different Mental Health issues will be raised. Through the medium of music, sensory play & other therapeutic activities, and EWB strategies, students will develop coping strategies to support their own mental and physical wellbeing. | Students will broaden their knowledge of the diverse world and prejudice within it. They will delve into behaviours that constitute bullying and the effects thereof though discussing gender, race and transgender prejudice within the sporting world, e.g. Caster Semenya. Students will take part in range of different team games with a different partner to help to build relationships, overcome personal differences thus reduce the number of bullying behaviours. They will explore fashion within different cultures and design their own costume dress to further their understanding of the wider world. | | Students will explore the origin of beliefs and myths and how these can interrelate and evolve over time and their true origin can often be lost as with Easter & Christmas. A series of films, stories, pantomime, drama will be utilised. Students will make a Religions Top Trumps game to develop their understanding tolerance & respect. Our sense of world community will be developed through inventing a Hand Washing Device and how Solar & Wind Power could be harnessed across the globe, if we co-exist harmoniously & with fairness & respect | Students will learn how to express their feelings, whilst respecting differences of opinion & religion & embracing different cultures, through their music, art & food, across the world. Students will understand that different countries have different rules & laws & that we must get on with each other to care for our shared environment. Some students will look at the influence other cultures have had on our own and learn to perform music and drama pieces and create art to demonstrate this. |
| **Assessment**  How will you assess the impact of teaching? | Students will show progress through a summary of achievement, housing a tutor appraisal of Communication, Relationships and Participation. Their finished game design, rule book & advertising literature will be visible. | Students will show results from experimental work into Deodorants and their leaflet on personal hygiene and contraceptives. They will achieve a basic First Aid qualification. | | Students will show progress in the form of their poster of coping strategies. They will make their own musical instruments and sensory toys. | Students will be seen working as a successful team by photos of them actively engaging with each other.  Students will have made a traditional costume – design and final product  Conversation about sporting heroes and reflection on racism in sport | | Students have their completed project designs, Hand Wash Device, Wind Turbine Design and experimental results to share. | Students will showcase their finished compositions through our festival of music and art. |
| Photographic Evidence will be present in all strands. Tutors will appraise Communication, Relationships, Peer Interactions and Participation throughout the series. Students will complete self-reflective surveys prior to and post to each project to show their personal growth. Throughout each learning episode, students will be developing IT skills and completing tasks to improve their life skills. Teachers will use Outcome Measures which relate to each learning episode and will RAG rate their understanding of each episode. Teachers will also keep picture evidence of student's achievements within a class scrapbook. | | | | | | | | |
| **CIAG Links** | Career links are made to sporting referees, judges, police & other officials  Roles in sales, marketing, design & advertising are discussed with manufacturing.  The topic focuses on the ability to forge long term, respectful relationships | Careers links are made to clinicians & health workers, personal trainers & dieticians, alongside volunteering in the community  The topic focuses on physical and mental wellbeing & intimate relationships | | Career links are made to healthcare professionals, therapists and musicians  The topic focuses upon emotional wellbeing developing coping strategies for emotions | Careers are made through professional sports people, referees and umpires, police and judicial roles.  The topic focuses upon developing understanding and tolerance for an inclusive society | | Career links are made to roles in Performing Arts, science and engineering  The topic focuses on tolerance and respect and being part of a community | Career links are made in the food industry, music & arts and environmental protection and conservation  The topic focuses on respecting our environment and the wider world |
| **British Values** | Democracy – Voting on who will lead the team  Rule of Law – Why we need rules in games & linking that to rules in society  Respect – Respect for sporting officials & officials in general. Respect for each other & their opinions & ideas  Tolerance – accepting & celebrating our differences | Democracy – Job Interviews  Rule of Law will be explored through consent, unwanted contact & FGM, Gender pay gap  Respect each other & their wishes in terms of contact & comments  Tolerance – Some cultures do not believe in Contraception | | Democracy X-Factor  Rule of Law Workplace wellbeing rules  Respect of other people’s feelings and mental health issues  Tolerance of people with mental health concerns | Democracy -How Obama and Mandela became world leaders  Rule of Law – Freedom of speech, Hate crimes & rights & responsibilities. Bullying within the workplace  Respect for people’s right to choose  Tolerance of gender, race and other protected groups | | Democracy Voting for our world and cultural leaders  Rule of Law – Freedom of speech, hate crimes  Respect of religious beliefs  Tolerance of different religions & belief structures | Democracy Industry Awards  Rule of Law – Environmental Laws, congestion zones  Respect for our shared planet & different cultures  Tolerance |
| **Cross Curricular Link Numeracy** | Measuring lengths & scoring games  Calories in the food we eat & RDA | | **Cross Curricular Link- Literacy** | | | Scrabble links in topic 1, reading instructions, writing rules, designing posters. | | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills & promote academic achievement*** | | | | | | | | | |