



Character & Culture Implement

2019-2020

Updated: 29/10/19



Learn to succeed

Character

Overview of strands

The aim of the Character programme and the strands within it are to equip students with the skills, knowledge and competencies, distinct from their academic work that will help them succeed in the future.

The programme has the following strands:

PiXL LORIC (Leadership, Organisation, Resilience, Initiative and Communication)

Education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the five LORIC attributes have been selected as the most representative skills across all the research. The LORIC resources focus on introducing students to these skills, encouraging reflection and deepening students' understanding.

There are 21 differentiated sessions per LORIC attribute. Each has a 10-15 minute core message. The session is accompanied by a student extension task which can either be treated as an independent student activity.

The EDGE Award

The Edge is the formal (unregulated) accreditation of the LORIC attributes. All students are introduced and enrolled onto the award in Year 7, however, students from across the school have been encouraged to opt in, by promoting its value in gaining college and apprenticeship places.

PiXL Health and Wellbeing

With news that young people's self-confidence is at its lowest ebb in the last eight years (Princes Trust, January 2017), the sessions delivered will go some way to help us build resilience and promote health, mental wellbeing and positive lifestyle choices amongst our students. The sessions aim to support us to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve their educational outcomes.

Health and Wellbeing is split into three sections:

- My Health (MH) – including being active, how to recharge, introductions to nutrition and how to cultivate healthy behaviours.
- My Life (ML) – including cultivating connections, making positive lifestyle choices, planning for personal growth and building pride.
- My Mind (MM) – including how to build focus, assessing mind-sets, developing self-management and understanding feelings.

Careers

The PiXL Futures resources encourage students to think about their options post school. These encompass resources around Higher Education, Apprenticeships and Careers. The strand includes PiXL Gateway (Year 11-12 Progression) both within and outside of curriculum time. It will also include resources linked to specific areas of the curriculum and focusing on transferable skills and potential pathways.

During 2019-20 we will be adding to our PiXL Futures provision. This will include PiXL Gateway (Year 11-12 Progression) both within and outside of curriculum time. It will also include resources linked to specific areas of the curriculum and focusing on transferable skills and potential pathways.

PiXL E-safety

The E-safety resources introduce students to the potential risks of online interaction and how to safeguard themselves and others against them. It covers such areas as digital footprints, implications of sharing content online and how social media has changed the way we communicate. It also includes content around how online interaction can be harmful, such as cyber bullying and sexting.

PiXL Orate

Many educators are realising that oracy does not have the status that it should in our schools and a polling of teachers by YouGov in 2016 pointed to a need for an increased focus on speaking and listening skill development. If we consider statistics, such as that between 60% and 90% of young people in custody have a communications impairment, the need to develop these skills in our students becomes even harder to deny.

Culture – ‘Them and Us’

Culture work focuses around the importance of community cohesion and how we can live together more harmoniously.

This strand is split into three distinct areas:

- Kindness
- Respect
- Living Without Harm

The programme consists of 120 lessons and complementary to this, there are 120 articles linked to each theme with a GCSE English style question to encourage deeper thinking.

In Summary

The following themes will be followed:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication
- PiXL Orate
- Them and Us – Respect
- Them and Us – Kindness
- Them and Us – Living Without Harm
- E-Safety
- Wellbeing – My Life
- Wellbeing – My Health
- Wellbeing – My Mind
- Power to Perform
- Careers

CURRICULUM DETAIL – Roadmap – Scaffolding knowledge

Year 7

Autumn Term Starting as we mean to go on		Spring Term Expressing myself effectively		Summer Term Making good decisions	
Organisation	Introducing organization	Resilience	What does resilience mean?	Initiative	What is initiative?
Organisation	Organised Leadership	Resilience	Coping with change	Initiative	Do I enjoy putting myself forward?
Organisation	Starting as we mean to go on	Resilience	When am I resilient?	Initiative	How do I react when something goes wrong?
Them and Us K	What are organized acts of kindness?	Them and Us K	What are acts of kindness?	E - safety	Introduction to E-safety
Them and Us K	The benefits of being involved	Them and Us K	The difference between being nice and kind	E - safety	Digital Footprint
Them and Us K	Pushing yourself to the limits for others	Them and Us K	Kindness – What does it look like?	Wellbeing ML	The importance of goals and achievement
Wellbeing ML	Introduction to 'My Life'	Communication	What do we mean by 'effective' communication?	Leadership	What is leadership and why is it important?
Wellbeing ML	My hobbies	PiXL Orate	Introduction to Oracy	Leadership	Choosing leaders
Wellbeing MM	Feelings	PiXL Orate	Self-Assessment	Leadership	Who am I as a leader?
Them and Us WH	What are harmful actions	Communication	Dealing with confrontation	Wellbeing MH	Introduction to Mental Health
Them and Us WH	A world without harm?	PiXL Orate	Listening and responding	Wellbeing MH	Mental Health Self-Assessment
Them and Us WH	The power of our words	Communication	Communicating in Learning	Wellbeing MH	How being active impacts mental health

Year 8

Autumn Term Celebrating our difference		Spring Term Thinking with a clear head		Summer Term Committing to growth	
Leadership	There is no 'I' in team	Initiative	When did I last show initiative?	Organisation	Organised problem solving
Leadership	Putting together a team	Initiative	Taking the initiative in my learning	Organisation	Planning events
Leadership	How I like to be led	Initiative	Approaching problems with a clear head	Organisation	Approaching challenges in an organised way
Them and Us K	The cycle – Thoughts, words, deeds	Careers	Routes to work	Them and Us R	What is an 'open' character
Them and Us K	Positive reinforcement: The feel good factor	Wellbeing MM	Stigma	Them and Us R	What is a 'closed' character
Them and Us K	Recognising difference as a good thing	Wellbeing MM	Positivity	Them and Us R	Why is it important to see each other as human first?
Communication	Structure of a debate	Them and Us K	Everyday Kindness	Resilience	What is a growth mindset?
Communication	Expressing Opinion through debate	Them and Us K	Kindness: Worth so much, yet costs nothing	Resilience	What are my strengths and weaknesses?
Communication	Using debate to improve school work	Them and Us K	Thinking outside the box	Resilience	No mistakes = no progress
E - safety	Social Media part 1	PiXL Orate	Clarifying and summarizing	Wellbeing ML	Personal Growth part 1
E - safety	Social media part 2	PiXL Orate	Audience awareness	Wellbeing ML	Personal Growth part 2
E - safety	Cyberbullying	PiXL Orate	Self-regulation	Wellbeing ML	Opportunities

Year 9

Autumn Term Finding my voice		Spring Term Adapting my voice		Summer Term Growing in confidence	
PiXL Orate	Voice	Them and Us R	Impact of being offended	Wellbeing ML	Pride
PiXL Orate	Body language	Them and Us R	Respecting those who are not the same as us	Wellbeing ML	Pride in the environment
PiXL Orate	Working with others	E - safety	Online behavior	Wellbeing ML	Confidence
Them and Us K	Helping each other to grow	Communication	Content and rhetoric	Resilience	What makes people quit?
Them and Us K	How to deliver feedback sensitively	Communication	Social media and communication	Resilience	Overcoming barriers
Them and Us K	How to handle receiving feedback	Communication	Communication and the workplace	Resilience	Turning setbacks into success
Leadership	Difference - Managing and leading	Organisation	What does an organised person look like?	Careers	Competitive advantage
Leadership	Motivational leadership	Organisation	Organisation in the future	Initiative	What's so good about showing initiative?
Leadership	Motivating myself	Organisation	What organisational techniques work for me?	Initiative	Initiative and growth mindset
Them and Us R	What is respect?	PiXL Orate	Content	Initiative	Solution-based and problem-based thinking
Them and Us R	Is my language respectful?	PiXL Orate	Structure	Them and Us R	The impact of valuing people
Them and Us R	Breaking down language	PiXL Orate	Rhetorical techniques	Them and Us R	Ways to show that you value people

Year 10

Autumn Term Owning my journey		Spring Term Owning my actions		Summer Term Owning my decisions	
Wellbeing MM	Mindset Assessment	Them and Us WH	Physical harm	Leadership	What is 'Strong' leadership?
Wellbeing MM	Mind training part 1	Them and Us WH	Psychological harm	Leadership	Command and control versus discuss and decide
Wellbeing MM	Mind training part 2	Them and Us WH	Harm online	Leadership	Why do employers want leadership skills?
Organisation	What is organisational skills do I need at school?	Them and Us WH	Helping 'them' groups at risk of harm	Power to perform	Mental energy part 1
Organisation	Balancing importance and urgency	Them and Us WH	How can we protect each other in society?	Power to perform	Mental energy part 2
Organisation	Organising 'things' and organising myself	Resilience	Emotional, psychological and physical resilience	PiXL Orate	Confidence in speaking
Initiative	From setbacks to success	Resilience	What is my motivation?	PiXL Orate	Appraisal and looking ahead
Initiative	Active learning	Resilience	Motivating myself	Careers	Which apprenticeship?
Initiative	Working independently	Careers	How to build a portfolio	Careers	What is a university and why go to one?
Power to perform	Performance	Communication	What do I find effective?	Wellbeing MH	Recharge
Careers	Career Development	Communication	Giving and receiving constructive criticism	Wellbeing ML	Making choices part 1
Careers	The Labour Market	Communication	Interviews	Wellbeing ML	Making choices part 2

Year 11

Autumn Term Breaking down the journey		Spring Term Charting the course		Summer Term Finishing with pride	
Resilience	Breaking down the journey	Initiative	Spotting a gap in the market		
Resilience	Using PLCs to support resilience	Initiative	Continual Challenge		
Resilience	Self-evaluation and self-criticism	Initiative	Positive thinking		
Organisation	Presenting organised arguments	Careers	Apprenticeships		
Organisation	Organising with clear communication	Careers	What courses are available at University?		
Organisation	Organisation and curricular studies	Careers	What are the different types of University?		
Wellbeing MM	Mental Health part 1	Leadership	Leadership and humility		
Wellbeing MM	Mental Health part 2	Leadership	When leaders make mistakes		
Wellbeing MM	Mental Health part 3	Leadership	How do I react when things go wrong		
Communication	The 'echo chamber'	Wellbeing MM	Mental Toughness part 1		
Communication	Disagreeing with people	Wellbeing MM	Mental Toughness part 2		
Communication	Career pathways	Wellbeing MM	Mental Toughness part 3		

CURRICULUM DELIVERY

Pupils receive three 20 minute sessions a week of Character and Culture a week in years 7 to 10 and two sessions in Year 11. This content replaced pm prep activities previously delivered, in order to use the time more productively for our pupils.

Character and Culture lessons are mainly discussion based. The provided powerpoints educate pupils on the topic on the roadmap and within those topics pupils discuss and share their current experiences, discuss how they could adopt learnt strategies, and what impact they could have.

Pupils do not generate any tangible evidence of their learning, in the way of lengthy written pieces, however, there maybe worksheets which pupils complete to support their learning. Pupils do complete PLCs so that they understand what they are learning and why they are learning it. This also assist the teacher in gauging to what extent individuals have broadened their awareness of the topic.

The activities pupils participate in when looking at Leadership, Organisation, Resilience, Initiative, Communication LORIC help pupils gain employability skills to assist them in their future careers. Units in 'Future' encourage pupils to think about their future career path and actions they need to take to get there.

Each subject area in school has been asked to link its curriculum to LORIC skills and provide opportunities to demonstrate skills they have gained.

Pupils may want to use this evidence towards the nationally recognised PiXL Edge Award.

Leadership

Big question – Why is Leadership important?

Focus: To investigate the desirable quality/attribute of leadership for future education and the workplace. This unit looks at leadership skills, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What is leadership and why is it important? How to choosing leaders Who am I as a leader?	So that I understand what leadership is. I can; <ul style="list-style-type: none"> recall common leadership characteristics and understand why leaders are important understand the role of a leader in a team, and how this can impact team dynamics understand the difference between managing and leading understand the importance of both empathy and evidence-based decision making in effective leadership understand the balance between confidence and humility needed to be an effective leader understand how the following dichotomies can impact on leadership style: extraversion-introversion, thinking-feeling, systematic working-flexible working recall leadership opportunities across different industry sectors 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects
Year 8	There is no 'I' in team Putting together a team How I like to be led		
Year 9	The difference between managing and leading Motivational leadership How to motivate myself		
Year 10	What is 'Strong' leadership? Command and control versus discuss and decide Why do employers want leadership skills?	So that I understand that leadership methods will vary depending on context. I can; <ul style="list-style-type: none"> understand that there are many routes in to leadership roles understand the importance of choosing the right team understand that different people are motivated in different ways understand the pros and cons of both the 'Command and control' and the 'Discuss and decide' approaches to leadership reflect on how leaders recover from making mistakes understand how different leadership styles can get results understand the importance of leadership in different career pathways 	
Year 11	Leadership and humility When leaders make mistakes How do I react when things go wrong	So that I can develop my leadership skills through my learning. I can; <ul style="list-style-type: none"> reflect on my leadership skills reflect on leadership styles that I respond well to understand what motivates me understand why leadership is an important employability skill reflect on how I act when things go wrong explore and hone my own natural leadership style think critically about how I can develop my leadership skills to achieve my future goals 	

Organisation

Big question – Why is Organisation an important life skill?

Focus: To investigate the desirable quality/attribute of organisation for future education and the workplace. This unit looks at organisation skills, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introducing organization Organised Leadership Starting as we mean to go on	So that I understand the importance of being organised I can understand; <ul style="list-style-type: none"> • how organisation supports the other LORIC attributes • that organised thinking can improve problem solving skills • that there is not 'one way' of being organised 	You will; <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you
Year 8	Organised problem solving Planning events Approaching challenges in an organised way	<ul style="list-style-type: none"> • the importance of being organised now (at school) • that organised thinking improves persuasive arguments • how organisation will support my steps after I leave school • that strong organisational skills require a mixture of methodical working and flexibility 	<ul style="list-style-type: none"> • offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 9	What does an organised person look like? Organisation in the future What organisational techniques work for me?	So that I am able to help organise others and events. I can; <ul style="list-style-type: none"> • understand organisation is a large part of being an effective leader • organise elements of an event into pre-event, event and post-event activities • reflect on the sorts of organisational challenges that they might face in the future 	<ul style="list-style-type: none"> • participate in pair, table or class discussions • Offer your own experience where appropriate and in a way that is appropriate.
Year 10	What is organisational skills do I need at school? Balancing importance and urgency Organising 'things' and organizing myself	<ul style="list-style-type: none"> • distinguish between what is important and what is urgent • understand the importance of clear communication in effective organisation • identify opportunities to develop their organisational skills that will support their future goals • understand how important it is to be able to focus on both the detail and the 'big picture' when they are organising 	<ul style="list-style-type: none"> • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations
Year 11	Presenting organised arguments Organising with clear communication Organisation and curricular studies	So that I can organise myself and my time I can; <ul style="list-style-type: none"> • understand how organisation will help with transition into secondary school • organise my thoughts to approach challenges with a clear head • understand the importance of knowing what organisational techniques work for me • understand the difference between organising 'things' and organising myself • apply my organisational skills to my curricular studies • organise activities that will support my future plans • reflect on my own preferences when it comes to organisation, and are aware of the strengths and weaknesses of the approaches that I take 	<ul style="list-style-type: none"> • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • take part in quizzes to make sure that your learning has stuck • make links to other subjects

Resilience

Big question – Why is Resilience an important life skill?

Focus: To investigate the desirable quality/attribute of resilience for future education and the workplace. This unit looks at resilience skills, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What does resilience mean? Coping with change When am I resilient?	So that I understand what being resilient looks like I can; <ul style="list-style-type: none"> understand broadly what the term 'resilience' means understand the term 'growth mindset' identify the common barriers that make people want to give up compare emotional, psychological and physical resilience understand that resilience is not just about striving towards the final goal, but all the steps along the way understand the phrase 'what got you here, won't get you there' with reference to resilience understand that part of being resilient is being flexible 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects
Year 8	What is a growth mindset? What are my strengths and weaknesses? No mistakes = no progress		
Year 9	What makes people quit? Overcoming barriers Turning setbacks into success	So that I am able to anticipate barriers to success and can plan accordingly I can; <ul style="list-style-type: none"> understand strategies to cope with changing demands understand that being honest with myself about my strengths and weaknesses is the foundation of building resilience understand strategies to help overcome common barriers identify what motivates me and what makes me want to give up understand how using PLCs can help focus my resilience can look to the short-, mid- and long-term future, and identify potential instances where I will need to be resilient understand the importance of the detail and the big picture in planning to be resilient 	
Year 10	Emotional, psychological and physical resilience What is my motivation? Motivating myself		
Year 11	Breaking down the journey Using PLCs to support resilience Self-evaluation and self-criticism	So that I understand how to act when things don't go my way I can; <ul style="list-style-type: none"> identify situations where I am 'naturally' resilient, and ones where I am not understand that mistakes and setbacks are a fundamental part of the learning journey be familiar with how to turn setbacks into successes develop strategies to reinvigorate my motivation understand the difference between self-evaluating and self-criticising have the tools to examine a setback, and to work out what has gone wrong understand that leaders often have to motivate their teams, even though they can be disappointed themselves 	

Initiative

Big question – Why is Initiative an important life skill?

Focus: To investigate the desirable quality/attribute of initiative for future education and the workplace. This unit looks at initiative skills, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What is initiative? Do I enjoy putting myself forward? How do I react when something goes wrong?	So that I know what initiative looks like and why it is important I can; <ul style="list-style-type: none"> understand broadly what the term 'initiative' means provide examples of when I have shown initiative, and can plan to build on these understand why being able to act on my own initiative is attractive to employers 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 8	When did I last show initiative? Taking the initiative in my learning Approaching problems with a clear head	<ul style="list-style-type: none"> understand how initiative plays a part in turning setbacks into success understand initiative in terms of 'spotting a gap in the market' understand how using initiative can help with creative problem solving explain examples of how initiative has led to huge advancements in different industry sectors 	<ul style="list-style-type: none"> participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember
Year 9	What's so good about showing initiative? Initiative and growth mindset Solution-based and problem-based thinking	So that I have developed a readiness to take on new challenges, and take responsibility for my learning I can; <ul style="list-style-type: none"> reflect on how proactive I am, and whether I enjoy volunteering for things seek opportunities to further my learning in an area of interest understand how initiative can help in moving from a fixed mindset to a growth mindset 	<ul style="list-style-type: none"> watch teacher demonstrations refer to and read handouts complete any work sheets provided
Year 10	From setbacks to success Active learning Working independently	<ul style="list-style-type: none"> understand that learning is not a passive process understand that continual challenge leads to improvement reflect on how they I best and incorporate this into my independent study identify opportunities to develop my initiative in line with my ambition 	<ul style="list-style-type: none"> read online information where appropriate complete a personal learning checklist
Year 11	Spotting a gap in the market Continual Challenge Positive thinking	So that I have my own ideas and are solution, not problem, focused and am able to come up with my own ideas I can; <ul style="list-style-type: none"> reflect on how I react when a problem arises approach problems in an organised way apply solution-based thinking to my learning work independently and have strategies for finding answers understand how being solution-focused can positively impact team morale reflect on my own personality traits and can identify the best ways for them to showcase my initiative understand how to follow through on ideas 	<ul style="list-style-type: none"> take part in quizzes to make sure that your learning has stuck make links to other subjects

Communication

Big question – Why is Communication an important life skill?

Focus: To investigate the desirable quality/attribute of communication for future education and the workplace. This unit looks at communication skills, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What do we mean by 'effective' communication? Dealing with confrontation Communicating in Learning	So that I understand what effective communication is I can; <ul style="list-style-type: none"> reflect on what I consider 'effective' communication means understand the structure of a debate and how it aids communication distinguish between 'content' and 'rhetoric' explain communication methods that I find particularly effective understand the term 'echo chamber' reflect on why different people find different communication styles effective understand the difference between productive and reductive debate 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 8	Structure of a debate Expressing Opinion through debate Using debate to improve school work		
Year 9	Content and rhetoric Social media and communication Communication and the workplace	So that I understand the importance of communicating emotions and opinions appropriately I can; <ul style="list-style-type: none"> reflect on how I feel when my opinions are attacked understand how formal debate can help me to express their opinions reflect on how social media has impacted communication understand how to give (and receive) constructive criticism understand the difference between disagreeing with people and disagreeing with opinions understand the importance of empathy understand the importance of listening in productive communication 	<ul style="list-style-type: none"> participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember
Year 10	What do I find effective? Giving and receiving constructive criticism Interviews		
Year 11	The 'echo chamber' Disagreeing with people Career pathways	So that I understand the impact that developing my communication skills will have on my future I can; <ul style="list-style-type: none"> understand how communicating clearly can help my learning understand how debating skills can apply to my studies reflect on their future plans and identify key communication skills that will be needed understand the importance of interviews map my communication skills against potential career pathways understand, and can identify, the communication skills that I am developing during my curriculum lessons find opportunities to actively develop my communication skills 	<ul style="list-style-type: none"> watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects

PiXL Orate

Big question – Why is speaking and listening an important life skill?

Focus: To investigate the desirable skill of oracy for future education and the workplace. This unit looks at oracy skills of speaking and listening, encouraging reflection and deepening students' understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introduction to Oracy Self-Assessment Listening and responding	So that I understand the general principles of oracy, and can assess my competencies I can; <ul style="list-style-type: none">understand what the term 'oracy' means and can consider what characteristics are needed to become a good orator	You will; <ul style="list-style-type: none">read the information provided on the board
Year 8	Clarifying and summarizing Audience awareness Self-regulation	<ul style="list-style-type: none">reflect on my current competencies in oracyreflect on the progress that I have made in developing my oracy skillsseek out opportunities to further develop my oracy skills	<ul style="list-style-type: none">listen to the information the teacher is giving you
Year 9	Voice Body language Working with others	So that I can understand and can identify the physical elements of oracy I can; <ul style="list-style-type: none">know the different elements required for a good speaking voice, and can identify errors in voice and suggest ways to improveunderstand why body language is important and can employ body language skills to demonstrate emotion	<ul style="list-style-type: none">offer to answer questions where you have the opportunity to do so, either verbally or on your white boardparticipate in pair, table or class discussions
Year 10	Confidence in speaking Appraisal and looking ahead	So that I can understand and can identify the linguistic elements of oracy I can understand; <ul style="list-style-type: none">why there is such a vast vocabulary in the English Language and know what to consider when deciding which words to usethat the structure of a speech is like a journey, and can employ simple strategies to help plan a short speechwhat rhetorical devices are, and can identify when others are using rhetorical devices So that I can understand and can identify the cognitive elements of oracy I can understand; <ul style="list-style-type: none">that planning the content of a speech is crucial, and consider audience and purpose when planning contentand can recognise the differences between summarising and clarifying, and can generate my own examples of eachwhy considering the audience is so important to good oratory, and know how to plan to engage the audiencewhat self-regulation is and why monitoring behaviours in communication is so important So that I understand and can identify the social and emotional elements of oracy I can understand; <ul style="list-style-type: none">the difference between 'listening' and 'active listening', and can consider when it is time to speak and when it is time to listenthat to be good at something you have to work hard for it, and can amend my speaking style based on accepted feedbackwhy speaking in turn is important and can consider the differences in speaking alone and alongside others	<ul style="list-style-type: none">Offer your own experience where appropriate and in a way that is appropriate.make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to rememberwatch teacher demonstrationsrefer to and read handoutscomplete any work sheets providedread online information where appropriatecomplete a personal learning checklisttake part in quizzes to make sure that your learning has stuckmake links to other subjects

Them and Us – Respect

Big question – What is Respect and why is it important?

Focus: To investigate kindness and the role it plays in community cohesion and how we can live together more harmoniously. This unit looks at what kindness is, strategies to demonstrate kindness and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 8	What is an 'open' character What is a 'closed' character Why is it important to see each other as human first?	So that I can; <ul style="list-style-type: none"> accept that other people have different views to me and that it is OK that they do show people respect at all times even if I don't like them, what they say/do or what they believe try and make people feel valued whatever their views recognise strengths in myself and in others who have different strengths understand how to disagree with people and be kind at the same time listen carefully to other people and try to understand their views use language appropriately to show people respect have empathy for people who are similar and also different to me demonstrate an 'open character' rather than a 'closed character' recognise that people not like me are just like me 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects
Year 9	What is respect? Is my language respectful? Breaking down language Impact of being offended Respecting those who are not the same as us The impact of valuing people Ways to show that you value people		

Them and Us – Kindness

Big question – What is Kindness and why is it important?

Focus: To investigate respect and the role it plays in community cohesion and how we can live together more harmoniously. This unit looks at what respect is, strategies to demonstrate respect and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What are organized acts of kindness? The benefits of being involved Pushing yourself to the limits for others What are acts of kindness? The difference between being nice and kind Kindness – What does it look like?	<p>So that I can;</p> <ul style="list-style-type: none">• be kind in what I think about myself and others who are different to me• recognise acts of kindness in me and others who are not the same as me• be kind in what I say to others even if I hold different views/beliefs/attitudes• be kind when I give people feedback• join in organised acts of kindness• define what being kind means in a variety of settings• look for the positive in others (not just my friends)• look for opportunities to be kind to others (not just the people I like)	<p>You will;</p> <ul style="list-style-type: none">• read the information provided on the board• listen to the information the teacher is giving you• offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 8	The cycle – Thoughts, words, deeds Positive reinforcement: The feel good factor Recognising difference as a good thing Everyday Kindness Kindness: Worth so much, yet costs nothing Thinking outside the box		<ul style="list-style-type: none">• participate in pair, table or class discussions• Offer your own experience where appropriate and in a way that is appropriate.
Year 9	Helping each other to grow How to deliver feedback sensitively How to handle receiving feedback		<ul style="list-style-type: none">• make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember• watch teacher demonstrations• refer to and read handouts• complete any work sheets provided• read online information where appropriate• complete a personal learning checklist• take part in quizzes to make sure that your learning has stuck• make links to other subjects

Them and Us – Living Without Harm

Big question – What does living without harm mean and why is it important?

Focus: To investigate the theme living without harm and its impact on community cohesion and how we can live together more harmoniously. This unit looks at different aspects of living without harm, strategies to avoid harm, strategies for dealing with harm and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	<p>What are harmful actions</p> <p>A world without harm?</p> <p>The power of our words</p>	<p>So that I can;</p> <ul style="list-style-type: none"> • recognise unkind actions in me and others • be aware of the consequences of my actions/words • know how to find help for others at risk of harm • consider ways to prevent harmful situations to me and others • be aware that the choices I make can have a long term impact on others and the environment • consider my actions to ensure that they cause no harm to those around me and in the wider community • try to protect and look after people who are vulnerable (whether they are my friends or not) • understand that causing harm to others starts with the small choices I make 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • Offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • take part in quizzes to make sure that your learning has stuck • make links to other subjects
Year 10	<p>Physical harm</p> <p>Psychological harm</p> <p>Harm online</p> <p>Helping ‘ them’ groups at risk of harm</p> <p>How can we protect each other in society?</p>		

E-Safety

Big question – What is E-Safety?

Focus: To investigate the theme E-Safety and introduce students to the potential risks of online interaction and how to safeguard themselves and others against them. It covers such areas as digital footprints, implications of sharing content online and how social media has changed the way we communicate. It also includes content around how online interaction can be harmful, such as cyber bullying and sexting. The unit encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introduction to E-safety	Introduction to E-safety <ul style="list-style-type: none"> I can discuss and define stigma, understand the impact of stigma on people experiencing mental health problems, and can identify ways to address stigma 	You will; <ul style="list-style-type: none"> read the information provided on the board
Year 8	Social Media part 1	Online dangers and risks <ul style="list-style-type: none"> I can understand and can identify all the dangers and risks of online communication channels, and know how to stay safe online 	<ul style="list-style-type: none"> listen to the information the teacher is giving you
	Social media part 2	Online Scams <ul style="list-style-type: none"> I can understand the different types of online scams, can recognise strategies that scam artists use to access private information, and know how to guard against phishing and identity theft 	<ul style="list-style-type: none"> offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 9	Cyberbullying	Digital Footprint <ul style="list-style-type: none"> I can identify my own digital footprint, know how to manage my footprint and understand how digital footprints can impact people in the future 	<ul style="list-style-type: none"> participate in pair, table or class discussions
	Online behavior	Staying safe online <ul style="list-style-type: none"> I can recall ways to stay safe online, and understand that being safe when visiting websites is similar to staying safe in real life 	<ul style="list-style-type: none"> Offer your own experience where appropriate and in a way that is appropriate.
		Social Media <ul style="list-style-type: none"> I can understand the positive and negative uses of social media, and can identify the impact of social media on our behaviour, emotions and lives I can understand the effects of social media on mental health and the brain, and can identify ways to respond appropriately to social media posts 	<ul style="list-style-type: none"> make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember
		Online behavior <ul style="list-style-type: none"> I can recall ways to manage my privacy and reputation online, know how to make good decisions when sharing content and can explore how the content I share can impact how people view me 	<ul style="list-style-type: none"> watch teacher demonstrations
		Cyberbullying <ul style="list-style-type: none"> I can understand what cyberbullying is, can identify actions which cross the link between ‘banter’ and bullying, and know how to deal with cyberbullying 	<ul style="list-style-type: none"> refer to and read handouts
		Sexting <ul style="list-style-type: none"> I can understand what sexting is, the dangers and potential consequences of sexting, and how to report it 	<ul style="list-style-type: none"> complete any work sheets provided
		Online chatting <ul style="list-style-type: none"> I can be aware of online chatting and instant messaging threats, can identify the positives and negatives of online chatting, and understand how to chat online safely 	<ul style="list-style-type: none"> read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects

Wellbeing – My Life

Big question – How do I develop my life to be happy?

Focus: The sessions help students build positive lifestyle choices. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introduction to ‘My Life’ My hobbies The importance of goals and achievement	Introduction to My Life I can; <ul style="list-style-type: none"> identify important things in my life, and can understand and determine my ‘purpose’ evaluate different aspects of my life, and can recall, and act upon, top tips for making the most out of life 	You will; <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 8	Personal Growth part 1 Personal Growth part 2 Opportunities	Lifestyle I can understand; <ul style="list-style-type: none"> and demonstrate what contributes to a healthy lifestyle and understand the concept of balance, and take responsibility for making smart and informed lifestyle choices the importance of healthy lifestyle choices and understand the options that are available to me 	<ul style="list-style-type: none"> participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate.
Year 9	Pride Pride in the environment Confidence	<ul style="list-style-type: none"> life choices, can identify ways to make better decisions, and understand the consequences of decision-making the importance of healthy habits, and can set myself healthy goals for life the importance and benefits of a balanced life, and can reflect on my own life balance what being responsible means, and can make plans to be more responsible 	<ul style="list-style-type: none"> make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided
Year 10	Recharge Making choices part 1 Making choices part 2	<ul style="list-style-type: none"> how and why we need to accept responsibility for ourselves and recognise different changes that may happen in my life, understand the process of change, and can identify strategies to cope with change and prepare myself to cope with adult life, and can take responsibility for managing change Personal Growth I can understand; <ul style="list-style-type: none"> what is meant by personal growth and can identify my ambitions and identify ways in which I want to develop myself, and can make a personal growth plan the benefits of facing challenges the importance of taking opportunities, and can identify ways to ‘seize the moment’ the importance of hobbies in life, and can identify hobbies to pursue the importance of achieving in life, and can create my own personal achievement plan the importance of goal setting, and I am able to make realistic goals with plans to achieve them the importance of having a purpose, and can identify ways to manage my time and stay focused what is meant by personal growth, can identify categories of personal growth, and understand the importance of personal growth for future employment how I have grown through life, and can make the link between challenge, self-esteem, achievement and wellbeing what self-awareness is, and I can identify my personal awareness, and can make the link between self-awareness and wellbeing strategies to develop their self-awareness, and can identify things to be more aware of in life, and associated warning signs 	<ul style="list-style-type: none"> make links to other subjects

		<p>Connections</p> <p>I can;</p> <ul style="list-style-type: none"> • identify my personal connections, and understand the importance of these • identify my personal relationships, understand why they are beneficial, and know how to maintain good relationships • understand the importance of interacting with people, can identify the different ways we interact, and recognise the link between interaction and wellbeing • understand the importance of conflict resolution, the link between conflicts and wellbeing, and how to deal with difficult connections and situations • understand what support is available to have healthy relationships and know how to access this • identify personal connections and the importance of them, and understand how my support network can help me in life • understand social wellbeing and relationships, can identify the impact of healthy and unhealthy relationships, and can recall top tips for building strong relationships <p>Pride</p> <p>I can understand;</p> <ul style="list-style-type: none"> • what it means to have pride, how pride can enrich their life and the lives of others, and can identify ways to help them feel proud of themselves • how having pride in the environment can benefit themselves and others • what it means to have pride in appearance, the benefits to themselves and others, and that there are a variety of ways that you can have pride in your appearance • the importance of self-care, can identify ways to look after myself, and can create a self-care plan • how I can develop a positive self-image, know how to manage pressures, and can identify how to take pride in myself 	
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Wellbeing – My Health

Big question – How do I stay physically healthy?

Focus: The sessions help students promote positive health choices. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introduction to Mental Health Mental Health Self-Assessment How being active impacts mental health	<p>Introduction to My Health I can understand;</p> <ul style="list-style-type: none"> what being healthy means, can consider the characteristics that are needed to have good health, and understand the link between physical health, wellbeing and the mind the importance of personal health and wellbeing, and can identify how to take care of my health and wellbeing 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects
Year 11	Mental Health part 1 Mental Health part 2 Mental Health part 3	<p>Self-Assessment I can reflect on;</p> <ul style="list-style-type: none"> my current understanding of health and my own relationships with my health my health priorities and can address areas of weakness or risk by targeting them specifically <p>Body Health and Fitness I can understand;</p> <ul style="list-style-type: none"> the importance of being active, understand the different types of physical activity and can plan my own weekly activity habits what health indicators are and why they are important, and can review my own physical health why physical health is so important, and can explore why physical health has certain safety implications what we mean by fitness, can identify ways to keep fit, and set myself fitness targets the principles and methods of training, and can plan out my own fitness session the importance of fitness tests, can identify different types of fitness test and can create my own the importance of strength training and can identify ways to improve my strength the importance of flexibility, can identify exercises to improve flexibility, and can build my own flexibility plan the importance of healthy lifestyle choice and can identify consequences of an unhealthy lifestyle the link between physical health and success, and can create a personal wellness profile and set goals the importance of being active, understand why I need to keep myself strong and healthy and can identify strategies to keep active whilst leading a pressured life how physical activity can reduce stress, anxiety and depression, and understand the science behind exercise and how it combats stress <p>Nutrition and Healthy Eating I can understand:</p> <ul style="list-style-type: none"> the fundamentals of healthy eating and nutritious foods, and understand the benefits of eating a healthy and balanced diet macronutrients, and can explore how nutrition can impact my own and others' health and wellbeing the role of nutrients in maintaining good health, and understand factors which contribute to different individuals' dietary needs and recognise the benefits of healthy eating and understand how to make smart, informed choices to achieve a healthy and nutritious balance 	

		<ul style="list-style-type: none"> the impact of nutrition on energy levels, can recognise the benefits of staying hydrated and understand the need to adapt food and drink intake according to activity levels different food habits and what influences me, and can consider healthier alternatives to sweet, fatty or processed foods and drinks how to make healthy choices for life, and understand the impact that nutrition can have on stress levels, energy and productivity how unhealthy food affects us, the best foods to reduce stress and pressure and the impact of blood sugars on energy levels the importance of hydration in performing well and can 're-think the drink' to make healthier choices <p>Recharge I can understand;</p> <ul style="list-style-type: none"> what 'recharge' means, how to recharge and the associated health benefits the importance of routines in maintaining health and can evaluate my own routines and can prioritise my daily lifestyle habits, and can plan my own balanced daily routine what rest and recovery entails, the different ways to rest and recover and the benefits for mental wellbeing why sleep is necessary, recognize the different stages of sleep and can identify methods to encourage good sleep behaviours what mindfulness is, can recognise how to be mindful and understand the benefits of mindfulness the importance of healthy routines and understand the health benefits of recharging the importance of sleep on my brains and for overall health, and can recall top tips for getting better sleep mindfulness, and can seek out opportunities to become more mindful how to create practical strategies to be more mindful, understand how to calm nerves and reduce stress, and can recall tips to relax and manage pressures <p>Health Behaviours and Attitudes I can understand;</p> <ul style="list-style-type: none"> both healthy and unhealthy behaviours, and understand behaviour change models and apply the behaviour change model to health risk scenarios, and understand how to improve unhealthy behaviours health behaviours and associated risk factors, and develop an awareness of health related conditions such as type two diabetes, obesity, heart disease and cancer the importance of having the right attitude to health, and how to maintain a positive attitude and identify negative health behaviours, understand how to stay safe and overcome peer pressure, and can evaluate my personal behaviours as a way of overcoming my own negative health behaviours what happens to our body as we age, can identify how to age in a healthy way, and can set future health targets 	
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Wellbeing – My Mind

Big question – How do I stay mentally healthy?

Focus: The sessions help promote positive mental wellbeing. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Feelings	Introduction to My Mind I can;	You will; <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • Offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • take part in quizzes to make sure that your learning has stuck • make links to other subjects
Year 8	Stigma Positivity	<ul style="list-style-type: none"> • identify the types of things that affect our mind, understand the positive and negative effects on our minds, and can consider the essential daily activities which contribute to having a healthy mind • evaluate the things that affect our mind, and can strategies to maintain a healthy mind 	
Year 10	Mindset Assessment Mind training part 1 Mind training part 2	Healthy Body, Healthy Mind I can; <ul style="list-style-type: none"> • identify what good physical health and wellbeing is, understand the link between healthy body and healthy mind, and can explore ways to keep my physical and mental health in check • understand the five ways of wellbeing and how these build resilience, and can plan strategies to keep my mind and body healthy • make the link between a healthy body and a healthy mind, and understand the importance of physical activity for the brain, mental health and dealing with stress 	
Year 11	Mental Toughness part 1 Mental Toughness part 2 Mental Toughness part 3	Mindset I can understand; <ul style="list-style-type: none"> • and evaluate their mindset and create a mindset profile • growth and fixed mindsets, and can identify the characteristics of each • the importance of challenge, why failure can be important, and can identify strategies to change my mindset • what mental toughness is, understand what affects our ability to be mentally tough, and how to overcome this • and identify strategies and techniques needed to be mentally tough, and ‘why’ we need to be mentally tough in different situations • what we mean by ‘mental fitness’, can identify the physical and mental impact of technology on their health, and can learn to ‘unplug’ • the meaning of resilience and can identify strategies to become more resilient • what grit and determination mean, and why they are important • the importance of mind training, can map out time for mind training and can link mind training to fixed and growth mindsets • and identify strategies to change their mindset and understand the chimp paradox and how to keep control of my mind • and identify new ways of thinking to help maintain a positive mindset, understand how to cope with failure, and why this is important to mental wellbeing Mental Health I can understand; <ul style="list-style-type: none"> • what we mean by ‘feelings’ and the difference and links between feelings, emotions, belief, behaviours and mental health • what emotions are and how they differ from feelings, and can identify strategies to regulate their emotions • what emotional intelligence is, how emotions can affect others, and can strategies to be more emotionally aware 	

		<ul style="list-style-type: none"> • what mental health is, and ways to maintain positive mental health • the different types of mental health problems, understand the common myths and facts associated with mental health, and can apply my knowledge to the stages of the mental health continuum • and identify the warning signs of poor mental health, and understand how I can help myself and others with mental health problems • what stigma is and how it relates to mental health problems, can consider different attitudes towards mental illness and exhibit a realistic and positive understanding of mental illness • the meaning of positivity, can recognize positive qualities about myself, and can strategies to maintain positivity • self-awareness and why we should develop it, can recognise my own strengths and weaknesses, and can identify how to make positive changes • different mental health conditions, can recognise the signs and symptoms, and can recall, and act upon, top tips for keeping positive mental health • and identify the signs and symptoms of common mental health issues, and understand how to support myself and others with mental wellbeing • and recall practical strategies to improve mental health and know how to make the most of my personal resources • discuss and define stigma, understand the impact of stigma on people experiencing mental health problems, and can identify ways to address stigma • how to control my feelings and can identify strategies to cope with different moods and emotions • what emotional intelligence is, why it is important and can strategies to become more emotionally aware • the benefits of emotional fitness, can identify my emotional fitness zones and can create an emotional fitness routine <p>Self-Management I can understand;</p> <ul style="list-style-type: none"> • the importance of self-management for my health, can take on board self-management techniques and can identify what drives me • how to manage myself in stressful situations, and can use strategies to overcome challenges • the five pillars of resilience, and can identify personal resilience strategies and actions • how to overcome setbacks and 'bounce back, and can identify self-determination and why it is important 	
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Power to Perform

Big question – How do I stay physically and mentally prepared for exams?

Focus: The sessions help KS4 students build resilience and promote health, mental wellbeing and positive lifestyle choices through the exam period as stress, anxiety and depression are at their most prominent. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 10	Performance Mental energy part 1 Mental energy part 2	<p>So that I can understand;</p> <ul style="list-style-type: none">• that study habits are helpful• that mental preparation is effective• and be able to face pressure with a positive ‘can do’ attitude• how to prepare for the challenges ahead• and are able to show resilience/determination	<p>You will;</p> <ul style="list-style-type: none">• read the information provided on the board• listen to the information the teacher is giving you• offer to answer questions where you have the opportunity to do so, either verbally or on your white board• participate in pair, table or class discussions• Offer your own experience where appropriate and in a way that is appropriate.• make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember• watch teacher demonstrations• refer to and read handouts• complete any work sheets provided• read online information where appropriate• complete a personal learning checklist• take part in quizzes to make sure that your learning has stuck• make links to other subjects

Careers

Big question – How do I prepare for education or training after Priory?

Focus: This unit encourages students to think about their options post Priory. The units encompass resources around Higher Education, Apprenticeships and Careers.

The strand includes PiXL Gateway (Year 11-12 Progression) both within and outside of curriculum time. It will also include resources linked to specific areas of the curriculum and focusing on transferable skills and potential pathways. During 2019-20 we will be adding to our careers provision. This will include PiXL Gateway (Year 11-12 Progression) both within and outside of curriculum time. It will also include resources linked to specific areas of the curriculum and focusing on transferable skills and potential pathways.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 8	Routes to work	I can;	You will;
Year 9	Gaining a competitive advantage	<ul style="list-style-type: none"> understand that there are many pathways to different careers understand some of the benefits to each different pathway understand the importance of competitive advantage understand how people develop their careers when in work. 	<ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 10	Career Development The Labour Market How to build a portfolio Which apprenticeship? What is a University and why go to one?	<ul style="list-style-type: none"> explore how people continually learn and develop skills when in work understand Labour Market Information and explain that the labour market is the job market rank order which elements of LMI are of most importance to me understand how to organise the evidence of my experience and skills to best effect understand the range of post 16 progression options and will am familiar with the related terminology including apprenticeships 	<ul style="list-style-type: none"> participate in pair, table or class discussions Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist take part in quizzes to make sure that your learning has stuck make links to other subjects.
Year 11	Apprenticeships What courses are available at University? What are the different types of University?	<ul style="list-style-type: none"> understand the range of apprenticeship entry levels, the concept of a progression pathway within apprenticeships, and will begin to appreciate how favourably apprenticeships compare with traditional progression options identify key features of an apprenticeship identify an apprenticeship route which may be of interest to me illustrate how apprenticeships at different levels equate to a traditional learning pathway understand that post 16 progression can take place in a variety of establishments describe the differences between each progression route, and give examples of pros and cons, where relevant to me consider whether going to university should feature in my future planning appreciate what is involved in and what the careers implications may be of going to university understand the sheer range and variety of courses available to me to see if any seize my interest understand the variety of universities available to me to see which I may prefer 	

