









# Alt Bridge School



















# The Thriving Curriculum 23/24


















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Year 7 PSHCE</b></p>	<p><b>Promoting self-esteem and resilience</b></p>  <p>Recognising personal strengths/self esteem</p> <p>Ways to build resilience</p> <p>dealing with setbacks</p> <p>developing a growth mind set</p> <p>think about qualities and how to develop them</p>	<p><b>Healthy lifestyles : Diet / exercise/ sleep</b></p>  <p>Know that exercise is good for our mental health</p> <p>Know how a balanced diet can help us lead a healthy lifestyle</p> <p>Recognise the importance of drinking water and the dangers of sugary drinks and fatty foods.</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p>  <p><b>Relationships</b></p> <p><b>Bullying /peer pressure Relationships stay safe /peer on peer abuse</b></p>  <p>Know what protected characteristics are</p> <p>Know importance of trust in a relationship and behaviours that undermine trust</p> <p>recognise abusive relationships /how to manage</p> <p>know that consent is freely given and how to seek help</p> <p>recognise peer influence / strategies to manage</p> <p>strategies to manage pressure to join a gang / access support</p>	<p><b>Health / Hygiene</b></p>  <p>Knowing the importance of sleep and how to get a good night sleep</p> <p>maintaining balance between school work leisure exercise and online</p> <p>ways to maintain personal hygiene / oral health and prevention of infection</p> <p>how to access health services</p> <p><b>P4C enquiry 1 week</b></p> 	<p><b>Citizenship: Democracy and Parliament</b></p>  <p>Know British Values</p> <p>how rights should be to be valued and that along with rights come we have responsibilities</p> <p>how to be an active citizen with community</p> <p>awareness of key terms such as Monarchy / Parliament</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p> <p>Helping hands</p>  <p>Helping hands 3 weeks</p> <p>Opportunity to revisit Topics reinforce Learning and fill gaps In knowledge</p> <p>Complete helping Hands / support</p>
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<p><b>Year 8 PSHCE</b></p>	<p><b>Healthy lifestyles : Safety</b></p>  <p>identify risk and manage personal safety in a range of situations including online , at home , in the garden , around waterways and on the road</p>	<p><b>Economic wellbeing</b></p>  <p>values and attitudes to finance including debt</p> <p>effectively budgeting including saving</p> <p>what services financial organisations offer such as Banks</p> <p><b>P4C enquiry 1 week</b></p> 	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p>  <p><b>Relationships / Friendships</b></p>  <p>Friendships / getting along with others Relationships stay safe Including online</p> <p>What makes a positive / healthy relationships</p> <p>recognise marriage as a legal social and emotional commitment</p> <p>conflict management skills and strategies to reconcile</p> <p>how to manage breakdown of a relationship including digital legacy</p> <p>law in relation to consent how to give not give and withdraw consent</p> <p>services to support healthy relationships and manage unhealthy relationships</p> <p>The importance of stable long term relationships including marriage and civil partnerships for family life and bring up children</p> <p>Safety online</p>	<p><b>Health and adolescence</b></p>  <p>manage physical and mental changes increased responsibility health sun / vaccinations</p> <p>link between language and mental health stigma</p> <p>recognise when need help with mental health /access help</p> <p>how to access health services when appropriate</p>	<p><b>Citizenship : Civil liberties and participation</b></p>  <p>I can give a reason why I am a citizen</p> <p>I can name a right I have as a citizen</p> <p>can name some features of the British way of life</p> <p>I can give one ways a citizen can participate in society</p> <p>I can give an example of one civil liberty that British citizens enjoy</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p> <p><b>Helping hands</b></p>  <p>Helping hands 3 weeks</p> <p>Opportunity to revisit Topics reinforce Learning and fill gaps In knowledge</p> <p>Complete helping Hands / support</p>
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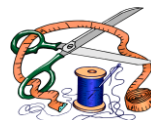




<p><b>Year 9 PSHCE</b></p>	<p><b>Drugs education</b></p>  <p>managing influences on use</p> <p>short and long term effects of legal and illegal drugs</p> <p>Law in relation to drugs and addiction support</p> <p><b>P4C enquiry 1 week</b></p> 	<p><b>Careers and enterprise Education</b></p>  <p>Benefits of having a job apart from pay</p> <p>skills and attributes employers value</p> <p>skills needed for enterprises</p> <p>benefits of lifelong learning</p> <p>employment rights / responsibilities</p> <p>the job search process such as applications and interviews</p> <p>different work roles and career pathways and own early ambitions</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p>  <p><b>Relationships</b></p>  <p>Equality and respecting difference</p> <p>1 term</p> <p>What makes a positive / healthy relationships and recognise abusive relationships</p> <p>Know that consent is freely given /seek help</p> <p>services to support healthy relationships and manage unhealthy</p> <p>how media portrays relationships / impact on expectation</p> <p>impact of sharing sexual images without consent</p> <p>impact of stereotyping , prejudice and discrimination on individuals including sexism , homophobia , racism</p>	<p><b>Gambling awareness / scams</b></p>  <p>How gambling industries can influence harmful behaviour</p> <p>risks associated with gambling /manage peer pressure</p> <p>financial exploitation in different context / drugs money/ mules</p> <p>access support financial exploitation /gambling</p> <p>build resilience to resist gambling</p>	<p><b>Citizenship: Law and Justice</b></p>  <p>I know why we need to have laws</p> <p>I know the age of criminal responsibility (10)</p> <p>I can say how a law is made and how it is changed</p> <p>I can say what happens when a law is broken why people are punished for a crime and what a judge and a jury do</p> <p>I can say what the Police do</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p> <p>Helping hands</p>  <p>Helping hands 3 weeks</p> <p>Opportunity to revisit Topics reinforce Learning and fill gaps In knowledge</p> <p>Complete helping Hands / support</p>
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<p><b>Year 10 PSHCE Cluster Crossover linked to NC:</b></p>	<p><b>Street safe</b></p>  <p>gangs/guns/knives/ exploitation / radicalisation</p> <p>respond appropriately to indicators of unhealthy relationships including seeking help to recognise abusive relationships</p> <p>access causes and personal consequences of extremism and intolerance</p> <p>recognise manipulation persuasion or coercion and how to respond</p> <p>recognise shared responsibility to challenge extreme viewpoints that incite violence</p> <p>evaluate ways behaviour may influence peers including online and involving weapons and gangs</p> <p>recognise situations where being adversely influenced by group or gang/access support</p> <p>skills to support younger peers when in position of influence</p> <p>risks of FGM and law related to honour based violence and forced marriage and consequences</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p>  <p><b>Sex and relationships</b></p>  <p>Characteristics of strong positive relationships and abusive behaviours such as grooming and sexual harassment.</p> <p>accesses sexual health services</p> <p>opportunities and potential risk of online relationships</p> <p>recognise when a relationship is abusive and strategies to manage and strategies to respond to exploitation/</p> <p>risks of unprotected sex such as STI's and choosing appropriate contraception</p> <p>impact of pornography in attitude</p> <p>recognise unwanted attention including stalking</p> <p>ways to access information and support for relationships including those experiencing difficulties</p>	<p><b>Body image and body care</b></p>  <p>impact of social media on body image/physical mental health</p> <p>risk of cosmetic procedures including tattoos/piercing and sunbeds</p> <p>causes and triggers for unhealthy coping strategies such as self-harm / eating disorders</p> <p><b>P4C enquiry 1 week</b></p> 	<p><b>Citizenship: G/ment</b></p>  <p>What Democracy is</p> <p>identify ways that citizens hold the Government to account</p> <p>how the voting system works in British elections</p> <p>I know UK Political Parties</p> <p>I can name a pressure group and how influence the Government</p> <p>I can say I know what the UK Constitution is</p>	<p><b>INTENT anti-smoking/vaping programme 1 week</b></p> <p>Helping hands</p>  <p>Helping hands 3 weeks</p> <p>Opportunity to revisit Topics reinforce Learning and fill gaps In knowledge</p> <p>Complete helping Hands / support</p>
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Year 11 PSHCE	<b>Mental Health and emotional wellbeing</b>    how self-confidence self-esteem /mental health are affected by internal and external influences / manage  characteristics of mental and emotional health and strategies to manage mental health  recognise when need help with mental health/ support  <b>P4C enquiry 1 week</b>  	<b>First Aid 3 weeks</b>    confidence in performing CPR  help in an emergency / CPR/ defibrillators  <b>Cyber Safety 4 weeks</b>    strategies to manage online presence and impact on career  protecting and enhancing personal and professional reputation online  Aware of dangers of serious crime including cyber crime	<b>Relationships Including parenthood</b>    managing risk relationships new settings / online /workplace  characteristics of strong positive relationships  healthy pregnancy fertility and change over time and consequences of unintended pregnancy and sources of support  miscarriage / support and choices about unplanned pregnancy abortion beliefs and opinions  ways to access reliable accurate advice and support within relationships  consent in maturing relationships  managing changing relationships including separation /divorce/ bereavement and sources of support  managing strong emotions associated with different stages of relationships and ways to access information and support  the importance of parenting skills / implication of young parenthood and support for new parents and why people choose to adopt/ foster  managing harassment in the workplace		<b>Health</b>    How and where to access health service available  Know the importance of self-examination/scre ening /cancer prevention  seek help for unhealthy behaviours habits and additions including smoking cessation	<b>Citizenship : Human rights and identity</b>    explain what a human right is and give an example  I can name an organisation that promotes human rights  I know the name of some Laws that protect my human rights  know the difference between a Criminal and a Civil Court  can explain how Britain is a diverse nation and recognise cultural identity  I give examples of British values	Helping hands    Helping hands 3 weeks  Opportunity to revisit Topics reinforce Learning and fill gaps In knowledge  Complete helping Hands / support
	Year 7 LIFE AND LIVING SKILLS	Introduction to life skills	Higher order life skills	Careers	Mindfulness	RISE resilience programme	Life skills



	 <p>Life skills audit</p> <p>Fine motor skills</p> <p>Tie shoe laces / tie</p> <p>Tell time / 24 hour clock</p> <p>Bus / train timetable</p> <p>Map reading skills</p> <p>Basic information needed e.g. address / DOB</p>	 <p>Learning skills</p> <p>Listening skills</p> <p>Problem solving skills</p> <p>Community / out and about applying these skills in everyday situations</p> <p>In an emergency</p>	 <p>I can share what I know about jobs and careers/ I can listen and ask questions to others about jobs/careers</p> <p>I can name some of my aspirations for the future</p> <p>I can set some targets for the future</p> <p>I can log into the Careers website JED</p> <p>I know what a Careers interview in School is</p>	 <p>Interpret what is meant by 'Mindfulness', giving a few examples</p> <p>Identify different emotions &amp; their impact on mind and body.</p> <p>Complete meditation sessions to calm the breath &amp; focus the mind.</p> <p>Give thanks for the special people &amp; important things in everyday life</p>	 <p><i>Identify each abilities, talents, interests and skills (areas of strength / competence).</i></p> <p><i>Have their past resilience achievements reinforced and celebrated by all.</i></p> <p><i>develop specific talents or skills, and experience a strong sense of success</i></p> <p><i>help children and express their emotions</i></p> <p><i>give children the tools to be able manage heightened emotions</i></p>	 <p>Recap and revisit key skills learnt</p> <p>Develop team working skills</p> <p>Develop presentation , research and communication skills by completing a community project</p>
<b>Year 8 LIFE AND LIVING SKILLS</b>	<p>Life skills</p>  <p>What skills do I have? what skills would I like to develop</p> <p>What targets can I set myself</p> <p>I know why following instructions is important</p>	<p>Higher order life skills</p>  <p>Growth mind-set</p> <p>Etiquette</p> <p>Developing negotiation skills</p> <p>Assertiveness skills</p> <p>Adaptability and flexibility skills</p> <p>Recap and revisit</p>	<p>Careers (carousel of six weeks)</p>  <p>I can name some of the benefits of work beyond pay</p> <p>I know job priorities change over time /life cycle</p>	<p>Mindfulness</p>  <p>Use strategies to clear mind / mediation</p> <p>Know the roles of rest, sleep and relaxation in keeping their mind and body healthy.</p> <p>how mindfulness help us to identify healthy ways to</p>	<p>Rise Resiliency programme</p>  <p>Character</p> <p><i>To have a clear idea of the person They want to be, with plans to achieve this.</i></p>	<p>Life skills recap and revisit</p>  <p>Recap and revisit key skills learnt</p> <p>Opportunity to develop</p> <p>Leadership skills and</p> <p>Entrepreneurial skills with a community</p>





	<p>I can practice following instructions</p> <p>Developing listening skills/ body language</p> <p>Basic problem solving skills using listening skills / following instructions</p> <p>Making Priorities / decisions</p>		<p>I know rights and responsibilities of having a jobs</p> <p>I know what job sectors are</p> <p>I know what the entry requirement is for a job I am interested in</p>	<p>‘find enjoyment in the ordinary’</p> <p>Make a good choice to de-escalate a situation <b>Link to Zones of regulation</b></p>	<p><i>develop a habit of reflecting on and identifying positives</i> <i>And having gratitude.</i></p> <p><i>form a strong memory bank of positive experiences</i> <i>Which promotes optimism for the future.</i></p> <p><i>: To help children practice reinterpreting negative events to Give them some positive meaning.</i></p>	project	
<p><b>Year 10 and Year 11</b></p> <p><b>Enrichment</b></p> <p><b>One choice for each year</b></p>	<p><b>Karate</b></p>  <p>Weekly training sessions Fitness training Karate Techniques Kihon, Kata, Kumite Understanding basic principles of self defense EGKA approved syllabus</p> <p>Improved confidence. Better self-control. Improved Physical Fitness and coordination.</p>	<p><b>Performing arts</b></p>  <p>Arts opportunities explore or bronze entry level awards preparation for talent shows exploring all aspects of performing arts industry, script writing , costumes, performing , singing , dancing , playing and instrument support preparation for school talents shows and performances</p>	<p><b>Enterprise</b></p>  <p>making items to sell as part of the Enterprise hub in DT Wooden Crafts Card making Jewellery making Keyring designs Christmas Decorations</p>	<p><b>Catering</b></p>  <p>Hygiene and safety in the kitchen</p> <p>Following instructions</p> <p>Weighing and measuring</p> <p>Cooking within a budget</p> <p>Developing social and communication skills</p>	<p><b>PE/out and about</b></p>  <p>Explore local community</p> <p>Beach scavenger hunt Map reading Bike riding Litter pick Walking</p> <p>Opportunities for coaching within local Primary Schools</p>	<p><b>Boxing</b></p>  <p>Weekly sessions In local boxing gym developing confidence , fitness , stamina , respect , fair play , target setting</p>	<p><b>Gaming</b></p>  <p>Games design and testing</p> <p>Health and safety</p> <p>Programming and coding</p> <p>Developing Communication skills through sharing ideas</p> <p>creativity and thinking skills</p> <p>problem solving skills</p>

	Cooperation and teamwork skills.			Developing sense of achievement and self esteem  Cooking and preparing a range of foods			developing self-esteem and confidence to try new challenges
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<b>CAREERS</b>	<b>Year 9</b>    Careers Fair Careers Lessons Enterprise Day Introduce and Use of I could careers programmer Careers Within the Curriculum Careers Guidance Interview	<b>Year 10</b>    Careers Fair Meet the Employee World of Work Day Business Visits Introduction of BTEC Vocational Qualification STEM event START Profile careers programmer Careers Guidance Interview at end of Year 10 to Discuss next steps after Year 11. Careers within the Curriculum	<b>Careers 11</b>    Careers Fair Meet the Employee World of Work Day Business Visits Completion of BTEC Vocational Qualification STEM event START Profile careers programmer EHCP with discussion on Next Step options next placement provider Careers within the Curriculum
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<b>CAREERS</b>	<b>Careers Year 12</b>    In House Work Experience	<b>Careers Year 13</b>    • In House Work Experience
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	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers and Employability Sessions.</li> <li>• Employability and Professional Development Qualification</li> <li>• Meet the Employee</li> <li>• Enterprise Activity</li> <li>• DWP talk</li> <li>• Apprenticeship and Supported Internship Talks</li> <li>• Community: Can Do Project with Leonard Cheshire</li> <li>• LMI Talk</li> <li>• Business Visits</li> <li>• Duke of Edinburgh</li> <li>• Careers Programmed including START Profile</li> <li>• Access to a careers Adviser</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers and Employability Sessions</li> <li>• College and Training Provider Visits</li> <li>• Meet the Employee</li> <li>• Enterprise Activity</li> <li>• DWP talk</li> <li>• LMI Talk</li> <li>• Apprenticeship and Supported Internship Talks</li> <li>• Community: Can Do Project with Leonard Cheshire</li> <li>• Business Visits</li> <li>• Duke of Edinburgh</li> <li>• Careers Programmed including START Profile</li> <li>• Careers Guidance Interview</li> <li>• EHCP review focus on Next Steps</li> <li>•</li> </ul>
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<b>Year 12/13</b> <b>Employability</b>	<p><b>Employability</b></p> <p><b>Students will work towards an Entry Level 3 certificate. 13 credits will be accrued through the following units:</b></p>  <ul style="list-style-type: none"> <li>-Managing money (3)</li> <li>-Understanding your pay (2)</li> <li>-Presentation skills (3)</li> <li>-CV writing (2)</li> <li>-Job search (2)</li> <li>-Writing a cover letter (1)</li> </ul> <p>=13 credits</p>
<b>Year 12/13</b> <b>Life and living skills</b>	<p><b>Life and Living Skills</b></p> <p><b>Students will complete an Entry Level 3, working towards the certificate (requiring 13 credits) from the following units:</b></p>  <p>Home management</p>

	<ul style="list-style-type: none"><li>-Household cleaning (3)</li><li>-Basic food preparation (2)</li><li>-Food hygiene (2)</li></ul> Environment and community <ul style="list-style-type: none"><li>-Community action (2)</li></ul> Personal Skills <ul style="list-style-type: none"><li>-Emotional wellbeing (2)</li><li>-Healthy Living (2)</li><li>-Personal safety (2)</li></ul>
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