

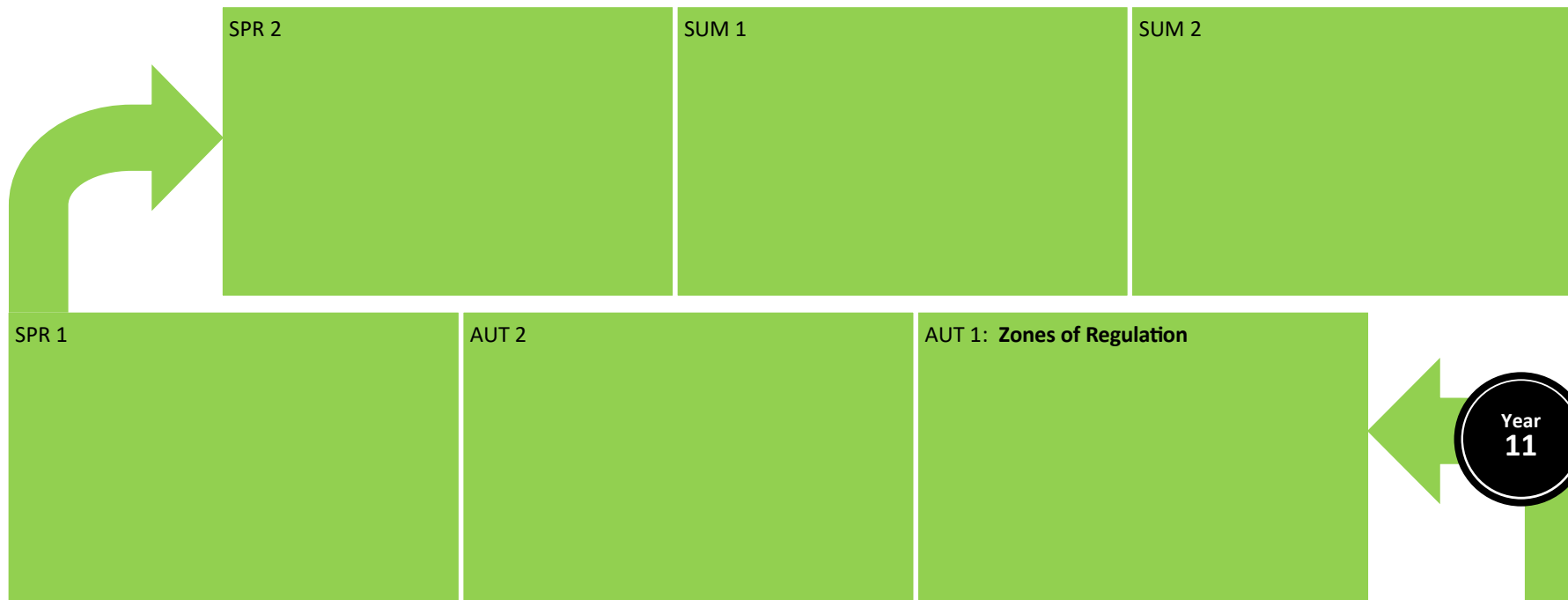
Cody Oaks Curriculum Pathway (SUBJECT)

Post
16

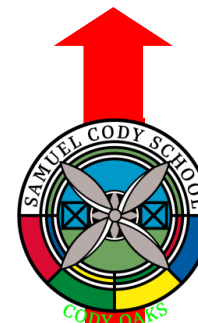
Destination opportunities (KS5):



Therapeutic approach



Year
11



Therapeutic approach



Year 10



SPR 2: "Wellbeing"

- **Impact**—analyse the range of factors which can impact upon a persons wellbeing (health, relationships, work etc.)
- **Be Proud!** - Explore moments in a child's life where they have felt proud and celebrate that with them
- **Eat Healthy, feel healthy**—Explore the physical and emotional impact of a balanced and healthy diet
- **Mind v. Mindset**— explore growth and fixed mindset and the impact this can have on your development and success
- **Take care of yourself!** - Identify and explore methods and strategies which can support wellbeing. Share resources and provisions which could be accessed by students.

SUM 1: "Relationships and Sex Ed."

- **Consent**—Define and evaluate the meaning of the word consent. Explore how age is a factor
- **Why have sex**—Explore the reasons why people may choose to have sex. (explore healthy relationships, love, children etc.)
- **Pornography**—Explore the consequences of pornography, the impact this can have on people and their relationships
- **Sexting**—Explore what sexting is and the risks and consequences to this. Analyse the impact of relationships ending and the vulnerability established through sexting
- **What is the law?** - Explore the law relating to sex, consent, rape etc.

SUM 2: "Planning for the future"

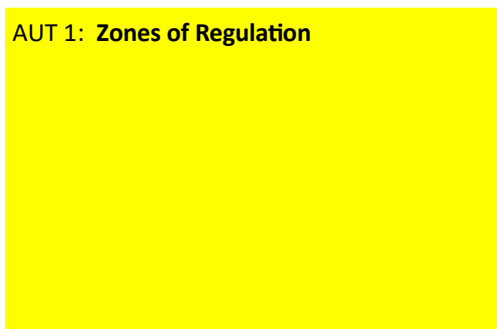
- **Traits**—identify the personal traits and characteristics that are required for their next setting (college, apprentice, work etc.)
- **Aspirations**—Define the term aspiration and explore the aspirations of students within the class, allow time for them to identify and explore their own
- **Make a plan!** - generate a plan or timeline which indicate the steps needed to allow for students to achieve their aspirations
- **Job v. Career**—Explore the difference between the two things. Discuss jobs that students could get to support them before they start their career
- **Teenagers at work**—Identify the law around teenage working, the hours they have to work or time they have to study

SPR 1: "Drug education"

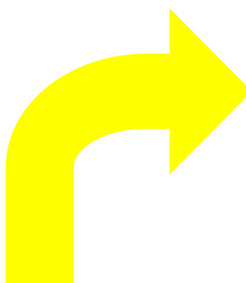
- **Attitude**—Explore the different attitudes towards drugs and how these have been influenced (explore TV, games etc.)
- **Reasons for use**—identify reasons why people may turn to drug use.
- **Caught in possession**—Explore the consequences of being found in possession of drugs and the impact this could have.
- **Drug laws**— Explore what drug laws are and how the Police go about enforcing these within the UK
- **Impact of drugs**—Explore the physical, emotional and social consequences of drug use

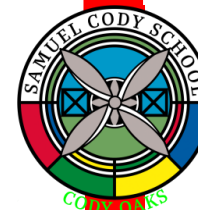
AUT 2: "Turning to crime"

- **Why?** - Explore why people may turn to crime, such as knife crime, theft etc. Explore social factors influencing decisions
- **Knife crime**—Look specifically at knife crime and explore the impact of this across the country and to individual families
- **Police Powers**—Explore police stop and search and other powers they have to protect people
- **Age of responsibility**—Explore the age of responsibility and how you can be found guilty to a crime (explore specific crimes such as assault, theft etc.)
- **Youth Justice System**—Explore what this looks like and the purpose of this system.



Year 9





Therapeutic approach

SPR 2: Identity—family and relationships”

- **Identity**—Define the term, analyse the different factors which make up a persons identity
- **Family identity**—explore different types of family, identify how family can effect wellbeing
- **My role in the family**—Discuss the different roles within a family and the responsibility of each individual member
- **Appreciating each other**—How do we demonstrate appreciation of each other within a family. Why is this important and what impact does it have.

SUM 1: “Identity—Gender, stereo types, prejudice”

- **Gender**—explore gender identity and terminology surrounding this area
- **Stereotypes**—explore the stereotypes that arise within gender and test how true these are
- **Prejudice**—Define the terms prejudice and discrimination. Explore the rights of people no matter their race, gender, religion etc.
- **What are your values**—Explore personal values and how they can be expressed, both verbally and in a persons conduct.

SUM 2: “Money & Me”

- **Budgeting**—Understand how to manage money and the positive impact of doing this effectively
- **Savings**—managing the unexpected. Explore what unexpected costs could arise as a adult and how you can manage this
- **Why spend**—Explore motivations for spending money, explore the terms ‘needs’ and ‘wants’
- **Competitive markets**—Explore competition within the markets and identify factors which may influence or buying decisions
- **Staying local**—Explore why people choose to support specific shops within the market. Is this something we can do locally?

SPR 1: “Risk & Safety”

- **Risks**—Define risk, understand the risks in day to day life.
- **Online risks**—Discuss the risks that people face online, discuss how those risks can be mitigated
- **Gambling**—Identify different types, its risk and the impact it can have on a persons life
- **Knife Crime**—why would someone carry, impact on lives
- **Peer pressure, banter and bullying**—define these terms, discuss the differences between them and if any of them are acceptable. Identify how these could lead to risk taking
- **Dealing with it!** - Peer pressure, banter and bullying and identify methods of dealing with this in across different settings

AUT 2: “Healthy Lifestyles”:

- **Hygiene**—Explore what good hygiene looks like each day. What is a daily routine
- **What you eat**—Explore a balanced diet, impact of bad food choices such as caffeine, sugar, fats.
- **Sleep**—why is it important, the impact of lack of sleep.
- **Sleep hygiene**—What helps you sleep, what prevents you from sleeping, what is a good bed time routine.
- **Exercise**—Explore the impact of exercise on the body. What is a reasonable amount to exercise and how it links to physical and mental health

AUT 1: Zones of Regulation:

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Year 8

SPR 2: “Communities”

- **Contributing**—Identify the range of communities you are in and how can you support and contribute?
- **Other peoples problems**—explore the views of others and how people can have different views of the same events
- **Negotiation**—Identify the importance of compromise and understanding to solve problems and agree outcomes
- **Prejudice within the community**—define prejudice and discrimination and discuss how these things may appear within the community you are in
- **Hate**—what is hate, why do we use this word. What does hate mean within the law (exploring hate crime)

SUM 1: “Internet Safety & Harms”

- **Harms out there**—Understanding what internet safety means and the potential harms that are out there
- **Fake news!** - explore that not everything we read is true, what ‘misinformation’ is out there?
- **What do they gain?** - explore why misinformation is shared and the motivation of the people who do it
- **Impact of false information**—explore the impact of misinformation, what could it cause, what damage could it do?
- **Bias**—Define the term bias, what does this mean within the media

SUM 2: “Wellbeing”

- **Emotional well-being**—Define this term and how you can support and develop it in day to day life
- **Mental health**—Define this term, what stigma is there within the UK? How can you support and improve your mental health
- **Resilience**—What does this mean and what does it look like? Why is this skill so important, how can you improve your resilience?
- **Emotional choices**—Identify and describe strong emotions, both positive and negative. Explore how your decision making may change when experiencing these emotions
- **Not listening to the emotions**—Explore methods of managing emotions in day to day life. How can we control them, not us

SPR 1: “Being a Citizen”

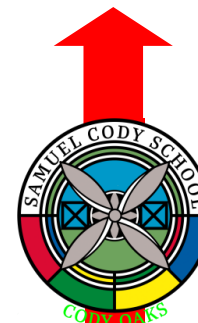
- **Our rights**—explore our rights, the rights of others and how they are protected
- **Responsibilities**—linking rights and responsibilities, what is the difference?
- **Fairness**—What does fairness mean, why should something be unfair
- **Why is it important**—Why is it fair to have rights and why is it important for them to be seen as fair?
- **Our rights and your voice**—Explore how freedom of expression has its limitations to prevent harm

AUT 2: “Growing Up”

- **Puberty** — What is it and what does it mean to me?
- **Adolescence**—What is it and what does it mean to me?
- **Healthy characters**—Explore the characteristics of a healthy relationship
- **Unhealthy characteristics**—What makes a relationship unhealthy?
- **Peers**—What is peer pressure and how should I respond?
- **Emotions**—Love and hate, how can they influence relationships and decision making

AUT 1: Zones of Regulation

Year 7



Therapeutic approach

SPR 2: "My Dreams"

- **Long term v. Short term goals**—Explore the differences between the two and allow students to identify their own across a range of settings
- **Does money matter**—Explore whether money impacts your ability to achieve your goals. Identify personal goals relating to family and relationships and how these are achievable.
- **Income**—Explore the different methods of income and explore different jobs and the income they achieve. Reflect on the possible life styles associated with income and explore how this can be achieved
- **Day to day living**—explore the costs of day-to-day costs, such as shopping, rent etc.

SUM 1: "Relationships"

- **Online v. real life**—Explore how social media impacts upon relationships and question whether online friends are the same as others.
- **Feelings**—explore how both negative and positive relationships impact upon feelings and our life
- **Control and Power**—Define the term 'coercion' and how power should be shared to achieve a positive relationship
- **Culture**—Explore how culture influences relationships
- **Social Media Safety**—Explore how we can remain safe online. Explore the implications of sharing information and photos online and who can access this information and share it

SUM 2: "My Body and me":

- **Body image**—explore the importance of being comfortable with their own image and what might influence someone to feel
- **Having children**—Develop an understanding of conception , acknowledging sex as the primary method and also showing awareness of other methods
- **Our changing bodies**—Raise awareness of the physical changes to both male and female bodies during puberty and moving into adolescence.
- **Real me v. Ideal me**—Exploring how to develop self-esteem and understanding how self-esteem can be established
- **Boy friends and Girlfriends**—Understanding the difference between friends and romantic partners.

SPR 1: "Celebrating difference"

- **Prejudice and discrimination**—Review these terms and the challenges some individuals and groups face
- **Inequality**—Define the term 'social injustice' and explore different examples from both modern day and historical moments
- **Trail blazers**—Explore some inspirational people that actively challenged inequality and the differences they have made to our lives
- **Bullying**—Define the term bullying. Explore different groups or individuals in public life that may still face this
- **How can you help**—Explore different things students can do to support each other, prevent bullying and stop inequality

AUT 2: "My World"

- **Over time** - Explore how identity changes over time and does not have to be fixed
- **Family influence**—Explore how the views of the family can influence and impact upon our own. Is it ok to disagree with parents, and why would be disagree?
- **First impressions**—Why they can be important, but are they always correct?
- **What creates my identity**—Explore the factors which influence a persons identify
- **Faith, values and beliefs**—Explore how these factors can influence identity and explore the different beliefs within the UK

AUT 1: Zones of Regulation



SPR 2: "Diverse Britain"

- **My School**—How could you help the school community
- **My Community**—How to be a good neighbour
- **My Neighbourhood**—how to help and prevent harm in your neighbourhood
- **My Country**—Living in the British Isles
- **British People**—How people are different, but also the same
- **Proud Britain**—What British means and celebrating diversity

SUM 1: "Money Matters"

- **Where does money come from**—going to work and the skills needed
- **Ways to Pay**—different methods of payments for products and services
- **Reasons to Borrow**—What is borrowing, risk and consequence
- **Spending decisions**—Keeping track of money
- **Advertising**—saving and spending and ways you can be influenced
- **Keeping track**—What is spend and why to keep track

SUM 2: "Growing Up"

- **Our Bodies**—naming the parts of our bodies
- **Is it OK?** - how to respect your own and others bodies
- **Pink & Blue**—We are all different
- **Your family, My family**—talking about your own and others family
- **Getting Older**—How your body changes as you get older
- **Changes**—changes and how it can make you feel

SPR 1: "Safety First"

- **Keeping Safe**—Staying safe and people to help me
- **Staying safe at home**—knowing the rules recognising risk
- **Staying safe outside**—Knowing the rules, safe in different environments
- **Staying safe around strangers**—How to be safe around people you do not know
- **Safe secrets and surprises** - what to share and what to keep private
- **People who can help**—who and where to go to get help

AUT 2: "Think Positive"

- **Think Happy, Feel Happy**—Understanding how happy thoughts make you feel happy
- **It's Your Choice**—making good decision and understanding impact
- **Go-Getters**—setting goals and achieving
- **Let it Out**—Sharing feelings and opinions safely
- **Be Thankful**—Be thankful and focus on own actions
- **Be Mindful** — Identify what is happening now and how you are feeling

AUT 1: Zones of Regulation

