

<i>Autumn 01 3 lessons (weeks 1-3)</i>	<i>Autumn 01 4 lessons (weeks 4-8)</i>
<p><b>Subject Content</b> <u>Religious Education: Big Questions</u></p> <p><b>Knowledge and Skills</b> This RE unit explores ‘big questions’ relating to society. This unit aims to develop students’ understanding of both religious and non-religious responses to moral dilemmas, social questions and society. This unit aims to develop students’ critical thinking skills, provide an opportunity for debate and oracy and increase students’ awareness and understanding of religious and non-religious responses to social issues. The unit is framed around key questions relating to:</p> <ul style="list-style-type: none"> <li>• Ethical Decisions</li> <li>• Crime and Punishment</li> <li>• Human Rights</li> </ul> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b> <u>PSHE: Learn to Learn</u></p> <p><b>Knowledge and Skills</b> This unit is designed to support and educate students on how to complete independent study effectively using a range of strategies, evidence-based methods and guidance for students to complete independent study.</p> <p>Students revisit commonly used strategies that staff across the academy use within their curriculum areas to help students retain information. Students need be aware of these strategies and understand how they work, so that they are empowered to complete independent study effectively, maximising their academic success in their terminal examinations and their ability to retain the information from their courses, beyond their terminal examinations.</p> <p>The unit aims to provide students with the knowledge that they need in order to complete independent study effectively – taking ownership and personal responsibility for their learning outside of the classroom, as they prepare for terminal assessments. Every student will have preferential methods of revision and will organise themselves differently, but in order to find the most effective revision strategies for them, they need to have attempted them all and utilised all platforms that are available to them.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To explore different approaches to decision-making and different ideas of ‘right and wrong’</li> <li>• To consider different theories of ethics</li> <li>• To explore religious and non-religious views on crime and punishment</li> <li>• To understand different views on punishment, capital punishment and moral evil</li> <li>• To develop an understanding of what human rights are and why they are important</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand how memory works and the purpose of independent study</li> <li>• To list the range of revision strategies available</li> <li>• To develop confidence with independent revision and self-study</li> <li>• To understand how memory works and the purpose of independent study</li> <li>• To demonstrate understanding of how revision strategies aid knowledge retention</li> <li>• To set realistic and achievable goals around revision and self-study</li> <li>• To know sources of stress as a young adult and reflect on how I manage stress and pressure</li> </ul>
<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>	<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>

<b>Autumn 02</b> <b>4 Lessons (weeks 9-12)</b>	<b>Autumn 02</b> <b>4 Lessons (weeks 13-15)</b>
<p><b>Subject Content</b>  <b>Careers: My Future: Now, MEA and Beyond</b></p> <p><b>Knowledge and Skills</b>                      This unit aims consolidate students’ understanding of their post-16 choices, career pathways and aspirations as they embark on their final year. The unit provides a space for students to explore their anxieties as they approach key junctures in their life – post-16 options and examinations. The unit focuses on three key strands, broken down into questions:</p> <ul style="list-style-type: none"> <li>• Now: What does Year 11 look like?</li> </ul> <p>Students complete a personal development plan, analyse their skills and create an action plan for areas they feel less self-assured in.</p> <ul style="list-style-type: none"> <li>• MEA: What have I achieved so far? What makes a good CV and Personal Statement?</li> </ul> <p>This part of the unit provides students with an opportunity to reflect on their journey through Year 7-10, culminating in students producing a CV, personal statement and college application forms.</p> <ul style="list-style-type: none"> <li>• The Future: What do employers look for? What is university like?</li> </ul> <p>This unit aims to further develop students’ aspirations and goals and further prepares them to make informed choices Post-16. Students explore recruitment processes, interviews and higher education.</p> <p><b>Reading through the curriculum:</b>                      Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b>  <b>Health and Wellbeing: Health and Mind</b></p> <p><b>Knowledge and Skills</b>                      In the context of an examination year this unit aims to provide students with the knowledge, and space to explore, fundamental lifestyle choices and considerations to support their academic and social development during a time of increased anxiety, pressure and stress and increase their resilience to problems they may encounter through Year 11 and beyond.</p> <p>Students explore the importance of being active, sleep, nutrition and food choices and their short term and long-term impact on health and wellbeing.</p> <p>Further, students explore mental and emotional well-being and consolidate their understanding of the importance of moderation and balance; determination and coping mechanisms.</p> <p><b>Reading through the curriculum:</b>                      Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To complete a personal development plan based on an analysis of my skills so far and create an action plan for improving areas where I am less self-assured</li> <li>• To develop confidence with independent revision and self-study</li> <li>• To understand what makes a good CV and personal statement</li> <li>• To produce a personal statement and CV</li> <li>• To understand the formalities of an application form</li> <li>• To understand what skills employers, look for and how they do this</li> <li>• To explore what higher education is</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To reflect on how social and peer pressures affect me</li> <li>• To reflect on personal wellbeing and current lifestyle choices</li> <li>• To develop a deeper understanding of the importance of healthy lifestyle choices on health and wellbeing</li> <li>• To consider the impact of poor diet on wellbeing</li> <li>• To explore the benefits of physical activity, sleep and nutrition</li> <li>• To understand what stress is and how to manage stress</li> <li>• To explore what determination is and how to cope with setbacks and perceived failure.</li> </ul>
<p><b>End of Unit Assessment: Fantastic Futures Know-It quiz</b></p>	<p><b>End of Unit Assessment: Fantastic Futures Know-It quiz</b></p>

<i>Spring 01</i> <i>7 Lessons (weeks 16-22)</i>	<i>Spring 02</i> <i>4 lessons (weeks 23-26)</i>
<p><b>Subject Content</b> <b>Citizenship: Financial Capability</b></p> <p><b>Knowledge and Skills</b> Through this unit, students revisit knowledge of financial capability, developing their financial literacy as part of economic education.</p> <p>Students explore wages, salaries, saving and taxation, preparing them for working life beyond MEA and providing them with the knowledge that they need to make informed decisions; plan their future goals and be ready to access employment.</p> <p>The unit aims to develop students’ financial literacy and understanding of key terminology related to money and personal finance. Through the course of the unit students develop their understanding of key terminology, having the opportunity to apply their knowledge to case studies and scenarios. The unit also aims to equip students with the knowledge that they need to make more informed decisions, dispel misconceptions about the cost of borrowing and ensure students are more resilient to the harms of loan sharks and other forms of unsafe credit.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p><b>Subject Content</b> <b><u>Health and Wellbeing: Self-Concept and Healthy Lifestyles</u></b></p> <p>In this unit students re-visit and develop their understanding of key topics within health and wellbeing. The unit aims to support students’ awareness of the importance of health and wellbeing as young adults, exploring rights, responsibilities and strategies which link to positive physical, emotional, mental and social health. Throughout the unit, students explore how the relationship between greater responsibility, pressure and independence can have on health and wellbeing, as they begin transition beyond KS4 and secondary education.</p> <p>Students explore the adverse effects of idealised images of bodies, and how these images can affect self-esteem and other aspects of health, including the impact of this on mental health and physical health.</p> <p>The unit develops students’ understanding of the importance of self-examination; safe sex and screening as part of taking responsibility for their health, both in the immediate and into their futures as young adults.</p> <p><b>Reading through the curriculum:</b> Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of what a wage and salary are</li> <li>• To develop an awareness of what tax is and what it is for</li> <li>• To understand what a pension is and why pensions exist</li> <li>• To develop an understanding of renting or buying a house</li> <li>• To develop an understanding of borrowing, debt and saving</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To recognise how idealised images of bodies and the pressure to conform, can adversely affect body image and self-esteem</li> <li>• To recognise when they, or others, need support with their mental health and list effective strategies to address difficulties and promote wellbeing</li> <li>• To take responsibility for monitoring personal health and wellbeing, including sun safety, self-examination and screening</li> <li>• To be able to explain how to reduce the risk of contracting or passing on sexually transmitted infections and what taking responsibility for sexual health is</li> </ul>
<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>	<b>End of Unit Assessment: Fantastic Futures Know-It quiz</b>

*Spring 02-Summer 02  
(weeks 26-40)*

### **Subject Content**

#### **Independent Study and Support**

#### **Knowledge and Skills**

Students are supported to complete independent study and revision, applying the strategies from the Learn to Learn unit. In this unit, students are provided with time, space and support to prepare for their terminal examinations. During this time, additional targeted interventions are carried out by their class teacher to support students in making appropriate choices for post-16 study and to prepare well for their end of KS4 examinations.

- Independent study and revision
- Guidance and mentoring
- Study support
- Intervention