



Willow Bank School

Personal Development

Curriculum Maps

Careers Education

	Term 1	Term 2	Term 3
1 st Half-term	<p><u>Personal development and overcoming challenges</u></p> <ul style="list-style-type: none"> Exploring personal strengths for employment Recognising and building personal skills Recognising skills for success in the workplace Staying positive (resilience) Diversity and Inclusion Work Experience Week 	<p><u>Finding and preparing for employment</u></p> <ul style="list-style-type: none"> Interview skills Interview success CV writing Understanding behaviour at work Career action plan 	<p><u>Understanding and managing money</u></p> <ul style="list-style-type: none"> Finances and the world of work Budgeting and planning for the future. Salaries and Payslips Enterprise Activity
2 nd Half-term	<p><u>Building key skills to do well at work</u></p> <ul style="list-style-type: none"> Transferable skills Exploring different post 16 pathways and courses Exploring different job sectors and roles Setting goals-strengths and aspirations Listening and speaking (communication skills) Careers Fair 	<p><u>Transition: Post 16</u></p> <ul style="list-style-type: none"> Planning a bus route to college/provider Research into colleges/providers and the services they offer Applying for jobs Mock Interviews 	<p><u>GCSE EXAMS</u></p> <ul style="list-style-type: none"> Preparation for college activities Catch up for CV writing Catch up for applying for jobs Employability games Visit useful websites: <ul style="list-style-type: none"> Careers BBC Bitesize Explore Careers National Careers Service

Citizenship

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 st Half-term	<p>Rules and Laws</p> <ul style="list-style-type: none"> • What are rules? • What are laws? • How are laws made? 	<p>Justice</p> <ul style="list-style-type: none"> • Civil law • Criminal law 	<p>Employment</p> <ul style="list-style-type: none"> • Looking for work • Fairness at work and trade unions • Working for a living • Losing your job 	<p>Community</p> <ul style="list-style-type: none"> • Coming to Britain • Identity • Equality in Britain 	<p>Government</p> <ul style="list-style-type: none"> • National government • Local government • European government 	<p>Environment</p> <ul style="list-style-type: none"> • Climate change • Choices for the future
2 nd Half-term	<p>Human Rights</p> <ul style="list-style-type: none"> • What are human rights? • Human rights law • International human rights 	<p>Consumer Law</p> <ul style="list-style-type: none"> • Consumer rights • Consumer complaints 	<p>Economy</p> <ul style="list-style-type: none"> • Managing the economy • World trade • Poverty 	<p>Making a Difference</p> <ul style="list-style-type: none"> • Voting and elections • Party politics • Campaigning 	<p>Media</p> <ul style="list-style-type: none"> • The power of the media 	<p>Family and School</p> <ul style="list-style-type: none"> • Family structures • Education system

Craft Enterprise

	Term 1	Term 2	Term 3
1 st Half-term	<p>Introduction</p> <p>Introduction to the aim of the sessions.</p> <p>Identify areas of demand for sales e.g. presents, seasonal ideas</p> <p>Introduce techniques - quilling, cross stitch, paper folding. Focus on using existing materials.</p> <p>Recycled paper notebooks, coasters, cards and decorations</p>	<p>Spring Items</p> <p>Spring related items - gardening, seasonal items. Continuing to design and creating sustainable products.</p> <p>Skills - tie dye, decoupage, sewing machine</p> <p>Set up stall for school events / parents' evenings. Contact local businesses to showcase items for sale.</p> <p>Student led-ideas e.g. comic book magnets, beeswax food wraps, bands</p>	<p>Stall Preparing for face to face selling</p> <p>Assign roles Skills - sewing, fuse beads and completing unfinished items (mix of skills) Plan for setting up stall, marketing, signs</p> <p>Making fuse beads for old jars, lavender eye masks, wind chimes</p>
2 nd Half-term	<p>Setting up online spaces</p> <p>Photos for Etsy and website. To continue to make items. Use student interests to lead this.</p> <p>Skills - sewing, machine sewing, applique. Upcycling and using scraps of materials</p> <p>Christmas cards, banners, gift bags</p>	<p>Spring/Summer Items</p> <p>Photos for Etsy and website. To continue to make items. Exams-relaxing materials.</p> <p>Skills - refashioning and creating containers, painting, sewing. Directed by student interest.</p> <p>Contact local businesses for sales opportunities to showcase items for sale. Beauty products- Relaxing bath salts, lip balms and bath bombs</p>	<p>Review</p> <p>Review of skills learnt. Student feedback Customer feedback</p> <p>Skills - revisiting techniques that students want to try/improve/enjoy most</p> <p>Face to face selling opportunity.</p>

Duke of Edinburgh

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11
1 st Half-term	<p>Introduction to the DofE Award Introduction to the award and sections Record keeping eDofE</p> <p>Expedition Requirements and process Planning</p> <p>Team building, campcraft and equipment</p> <p>Section planning: Skill (6 months) - to finish end of Spring Y10</p>	<p>Expedition Expedition Cooking Planning, Food, Menu, Hygiene and equipment</p> <p>Skill section support and continuation</p>	<p>Expedition Basic Navigation: • Terrain • Maps and Compass Navigation techniques</p> <p>Micro-navigation</p> <p>Section planning: Volunteering (3 months) - to finish end of Summer Y10</p>	<p>Expedition Advanced navigation to cover all areas and route planning Risk assessments</p> <p>Section planning: Physical (3 months) to finish end of Autumn Y11</p>	<p>Expedition</p> <ul style="list-style-type: none"> • Equipment and kit list • Packing rucksack • Back packing tents, Sleeping bags • Stoves and safety • Inclement weather: Camping • Hiking <p>Completion of other sections</p>	<p>Expedition Project preparation and planning Route and menu planning for the Qualifying Expedition</p>
2 nd Half-term	<p>Expedition Introduction to Maps: • Grid References • Symbols • Scale • Contours. • Setting the Map • Taking Bearings</p> <p>Skill section support and continuation</p>	<p>Expedition Basic First Aid: • Recovery position Resuscitation • Safe use of an AED Choking • Head Injuries • Cuts, grazes and bruises • Nosebleeds • Minor burns and scalds Fractures and dislocations Sprains and strains</p> <p>Finish Skill section</p>	<p>Expedition Access and conservation 'Country Code' Outdoor navigation Day trip to Ullesthorpe campsite - practice navigation and campcraft</p> <p>One day practice hike with kit</p> <p>Section sessions</p> <p>Finish Volunteering section</p>	<p>Expedition</p> <ul style="list-style-type: none"> • Expedition and outdoor First Aid to include when, why and how. Hypothermia • Heat Exhaustion • Bites and Stings <p>How to deal with emergencies (Emergency Aid qualification)</p> <p>Finish Physical section</p>	<p>Expedition Route and menu planning for Practice Expedition Navigation and essential skills recap</p> <p>Practice Expedition weekend (March)</p> <p>Completion of other sections</p>	<p>Expedition Qualifying Expedition (June – post exams)</p>

Forest Schools

	Term 1	Term 2	Term 3
1 st Half-term	<ul style="list-style-type: none"> • Introduction to Forest School • Tidy site at WBS • Collect and make woodstore/make fire pit • Set up tarps/den/seating area • Learn about trees (leaf rubbing/ID/clay faces) • Berry bashing • Harvest willow • Dreamcatchers • Knots and lashings • Peg carving • Fire and cooking skills (pumpkin soup) • Halloween crafts • Site tidy 	<ul style="list-style-type: none"> • The (Easter) egg hunt • Cooking and fire skills • Tools – bowsaws and palm drills • Whittling (pegs/pencils) • Spider catcher • Dreamcatcher • Ropes and knots • Nature photo frames • Charcoal writing 	<ul style="list-style-type: none"> • Tarps and den making • Rainbow stick • Kelly kettle • Nature walking stick • Wood/stick collecting • Leaf mobile • Bottle top curtain • Minibeasts/bug hotel • Tools – Loppers and secateurs (Elder beads) • Fire skills
2 nd Half-term	<ul style="list-style-type: none"> • Den building using sticks/tarps/ropes • Knots and lashing work • Christmas crafts • Willow weaving/stars • Wreath making • Harvest herbs • Make smudge bundles • Conkers! • Making natural games • Senses scavenger hunt • Fire and marshmallows 	<ul style="list-style-type: none"> • Bird feeders • Clay/woodland creatures • Natural shelters • Fire and cooking • Kelly Kettle • Windchime/xylophone (tools) • Scavenger hunt • Minibeasts/bug hotels • Gods eyes/dream catchers • Tool work 	<ul style="list-style-type: none"> • Elder beads • Berry bashing • Knots and dens/shelters • Worms! • Bug hotels • Foraging/collecting • Mandala art • Wild storyboards • Clay bugs • Tool work

	Term 1	Term 2	Term 3
1st Half-term	<ul style="list-style-type: none"> • Introduction to Outdoor spaces and garden (WB and Magpie) • Introduce community gardening with Tracey from Magpie CC (weekly sessions throughout year planned jointly with TI) • Introduce Mollie from 'Saffron Brook Project' to KS3 and 4. Working weekly on species ID/Tree planting/wildlife spotting/surveying/pond dipping/litter/recycling throughout year • Safety talks • Introduce gardening tools and equipment • Art activities: Willow weaving (God's eyes/dream catchers/stars) • Making smudge bundles • Harvesting • Plan crop rotation • Sow/plant over wintering crops/plant bulbs • Sow Green manure • Mulch beds • Turn/collect compost • Collect and store seeds/dried flowers 	<ul style="list-style-type: none"> • Preparing raised beds with mulch/manure/compost/leaf mould • Seed sowing • Planting out young veg/plants • Weeding • Cutting back/tidying • Art activities: Making scarecrows/spider catchers • Making homes for wildlife • Bird feeders • Set up water butts 	<ul style="list-style-type: none"> • Planting • Sowing • Weeding • Harvesting • Cooking • Maintenance of crops (erecting wigwams, tying up, weeding, tackling pests and diseases) • Worm ID and wormery • Foraging/collecting • Plant sales • Art activities: Making elder beads
2nd Half-term	<ul style="list-style-type: none"> • Turn and bag compost/leaf mould • Collect/store seeds • Harvest veg/fruit/willow/conkers • Carry out maintenance/clear beds/borders • Take cuttings • Halloween/Christmas crafts (wreaths) and weaving 	<ul style="list-style-type: none"> • Seed sowing • Plant young veg/herbs/fruit • Earth up potatoes • Make plant labels • Art activities: Cordage (nettle/bramble) • Making minibeast/bug hotels 	<ul style="list-style-type: none"> • Maintenance of crops in raised beds • Harvesting of crops • Collect and store seeds

	Term 1	Term 2	Term 3
1st Half Term	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • Golden rules • Importance of families and growing up • Healthy family life • Families: love and care • Stable and caring relationships • Marriage • Family relationships 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • Respecting others • Respectful relationships • Courtesy and manners • Self-respect • Respect from other • Bullying • Stereotypes • Permission seeking 	<p>Being safe</p> <ul style="list-style-type: none"> • Boundaries • Privacy • Appropriate and inappropriate contact • Responding safely • Feelings • Asking for advice and help • How to report concerns • Where to seek advice
2nd Half Term	<p>Caring friendships</p> <ul style="list-style-type: none"> • How friendships are made • Characteristics of friendships • Healthy friendships • Turbulence of friendship • Trust 	<p>Online relationships</p> <ul style="list-style-type: none"> • Online behaviour • Online relationship principles • Rules for keeping safe online • Considering online friendships • Data and sharing information 	<p>Healthy bodies including Puberty</p> <ul style="list-style-type: none"> • Relationships and health • Puberty • External body parts • How humans grow • Reproduction

Relationships and Sex Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half Term	<p>Healthy Relationships</p> <ul style="list-style-type: none"> • What are relationships • Friendships • Romantic relationships • Healthy relationships- Characteristics • Marriage • Civil Partnership • LGBTQ+ relationships 	<p>Online Media</p> <ul style="list-style-type: none"> • What do we see in the media? • Social Media • Media perceptions • Media relationships • Self Esteem • Over sexualisation of Media 	<p>Sexual Health</p> <ul style="list-style-type: none"> • Physical and emotional effects of puberty • Puberty in females • Puberty in males • Reproductive systems • Menstrual Cycle 	<p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Unhealthy relationships • Romantic • Grooming • Domestic abuse • Online relationships • LGBTQ+ 	<p>Keeping Safe Online</p> <ul style="list-style-type: none"> • Media perceptions • Social media/sexting • Media relationships • Pornography/Image based sexual abuse • Consent • Online Safety • Sexual and gender based violence 	<p>Recap of highlighted topics plus any others which feel appropriate.</p>
2nd Half Term	<p>Unhealthy Relationships</p> <ul style="list-style-type: none"> • Unhealthy relationships- characteristics • Manipulation • Emotional abuse • Grooming • Domestic abuse • Peer pressure • Alcohol and drug effects on relationships 	<p>Online and Media</p> <ul style="list-style-type: none"> • Online relationships • Positive online relationships • Negative online relationships • Sexting • Sexual and gender based violence • Image based and digital sexual abuse 	<p>Sexual Health</p> <ul style="list-style-type: none"> • Consent • Concept of sex • Contraception • Sexually Transmitted Infections 	<p>Sexual Health & Fertility</p> <ul style="list-style-type: none"> • Reproductive systems • FGM • Menstrual Cycle • Pregnancy • Abortion • Infertility • Adoption/Fostering 	<p>Sexual Health</p> <ul style="list-style-type: none"> • Concept of sex • Contraception • Sexually Transmitted Infections • HIV/Aids • Consequences and support for STIs • Application of knowledge to scenarios 	<p>Recap of highlighted topics plus any others which feel appropriate.</p>

Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	<p>Beliefs, Teachings & Practices</p> <p>Buddhism</p> <ul style="list-style-type: none"> Buddha and Enlightenment The Dhamma The noble truths Application of faith Worship Attitudes to death and mourning Significant places Festival: Vesak 	<p>Beliefs, Teachings & Practices</p> <p>Judaism</p> <ul style="list-style-type: none"> The divine presence and The Messiah Nature of God Promised Land Rituals and dietary laws Worship and Prayer Tenakh (The Written Law) Festival: Yom Kippur 	<p>Beliefs, Teachings & Practices</p> <p>Islam</p> <ul style="list-style-type: none"> Core beliefs Nature of Allah Kutub (Books) Hajj and fasting Importance of practice and worship Akhirah (Life after death) Festival: Eid ul Fitr 	<p>Good and Evil</p> <ul style="list-style-type: none"> Personal beliefs and key vocabulary Natural evil and moral evil Buddhism - dukkha, karma and samsara Hinduism- karma and moksha Moral dilemmas Judaism - G-d and free will. Story of Job Christianity - Problem of evil. Nature of God - omnipotence and omniscience. The existence of God, gods and the ultimate reality Dialogue between religious and non-religious beliefs and attitudes <p>Synoptic study of the above themes</p>	<p>Religion, Peace and Justice</p> <ul style="list-style-type: none"> Social Justice Just War Theory and Thomas Aquinas Pacifism Justice and Punishment Parable of the Sheep and Goats Religion and Human Rights Amnesty International - Write for Rights Campaign The existence of God, gods and the ultimate reality Religion, peace and conflict Dialogue between religious and non-religious beliefs and attitudes <p>Islam & Christianity</p> <p>Synoptic study of the above themes</p>	<p>Religion and Science</p> <ul style="list-style-type: none"> Animal Testing Buddhism and Science Christianity, stewardship and animal rights Hinduism and Science Islam and Science Moral dilemmas The existence of God, gods and the ultimate reality Dialogue between religious and non-religious beliefs and attitudes <p>Buddhism, Christianity, Hinduism & Islam</p> <p>Synoptic study of the above themes</p>
2nd Half-term	<p>Beliefs, Teachings & Practices</p> <p>Hinduism</p> <ul style="list-style-type: none"> Eternal Self The cycle of birth, life and death Karma Ways of living Approaching deity Ethical concerns Festival: Diwali 	<p>Beliefs, Teachings & Practices</p> <p>Christianity</p> <ul style="list-style-type: none"> Nature of God Biblical accounts The Trinity Worship and Sacraments Jesus Christ The role of the church and pilgrimage Festival: Easter 	<p>Beliefs, Teachings & Practices</p> <p>Sikhism</p> <ul style="list-style-type: none"> Basic Belief The Scriptures and Authority Founders of Faith The five Ks Beliefs about the nature of human life Worship, service and lifestyle Ceremonies Festival: Vaisakhi 	<p>Synoptic study of the above themes</p>	<p>Synoptic study of the above themes</p>	<p>Synoptic study of the above themes</p>

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11
1st Half-term	<p>Any Year 10 students identified as benefitting from following the Talkabout programme from an earlier start time than in Y11 will follow the same programme as Y11 but at a slower pace to allow further exploration of each topic.</p>			<p>Self-Awareness and Self Esteem</p> <p>Topic 1 – This is me</p> <p>Topic 2 – My qualities and strengths</p> <p>Topic 3 – The way I look</p> <p>Topic 4 – Things that make me feel good</p> <p>Topic 5 – Things that bring me down</p> <p>Topic 6 – The way I feel</p>	<p>Talking</p> <p>Topic 1 – Talkabout talking</p> <p>Topic 2 – Listening</p> <p>Topic 3 – Our voices</p> <p>Topic 4 – Conversation starters</p> <p>Topic 5 – Taking turns</p> <p>Topic 6 – Questions</p> <p>Topic 7 – Ending a conversation</p>	<p>Assertiveness</p> <p>Topic 1 – Understanding assertiveness</p> <p>Topic 2 – Expressing feelings</p> <p>Topic 3 – Making suggestions</p> <p>Topic 4 – Disagreeing</p> <p>Topic 5 – Refusing</p> <p>Topic 6 – Apologising</p> <p>Topic 7 – Being assertive</p>
2nd Half-term				<p>Body Language</p> <p>Topic 1 – Talking without words</p> <p>Topic 2 – Our faces</p> <p>Topic 3 – Our bodies</p> <p>Topic 4 – Our hands</p> <p>Topic 5 – Distance and Touch</p>	<p>Friends</p> <p>Topic 1 – Introducing friends</p> <p>Topic 2 – Trust and responsibility</p> <p>Topic 3 – Valuing others</p> <p>Topic 4 – Being nice</p> <p>Topic 5 – When friendships go wrong</p> <p>Topic 6 – Arguments</p> <p>Topic 7 – Peer pressure</p> <p>Topic 8 Jealousy</p>	<p>End of programme evaluation</p> <p>Topic 1 – What have I gained from the programme?</p> <p>Topic 2 – How can the skills I have developed help me as I move into adulthood?</p> <p>Topic 3 – Thinking about post-16 study and work</p>