Willow Bank School

Personal Development

Curriculum Maps

Careers Education

	Term 1	Term 2	Term 3
1st Half-term	**Personal development and overcoming challenges** • Exploring personal strengths for employment • Recognising and building personal skills • Recognising skills for success in the workplace • Staying positive (resilience) • Exploring different post 16 pathways and courses. • Work Experience Week	**Finding and preparing for employment** • *Interview skills* • *Interview success* • *CV writing* • *Understanding behaviour at work* • *Career action plan* • *PS@16*	**Transition: Post 16 continued** • *Writing CVs and personal statements* • *Writing a job application* • *Exploring employability skills* • *PS@16*
2nd Half-term	**Building key skills to do well at work** • *Transferable skills* • *Applying for post 16 -PS@16 online* • *Exploring different job sectors and roles* • *Labour Market Information* • *Setting goals-strengths and aspirations* • *Listening and speaking (communication skills)* • *Careers Fair*	**Transition: Post 16** • *Planning a bus route to college/provider* • *Research into colleges/providers and the services they offer* • *Applying for jobs* • *PS@16* • *Mock Interviews*	**GCSE EXAMS** • *Preparation for college activities* • *Catch up for CV writing* • *Catch up for applying for jobs* *Employability games* • *Visit useful websites:* - *Careers BBC Bitesize* - *Explore Careers* - *National Careers Service*

Citizenship

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Rules and Laws** • What are rules? • What are laws? • How are laws made? • Civil law • Criminal law	**Family and School** • Family structures • Education system	**Employment** • Looking for work • Fairness at work and trade unions • Working for a living • Losing your job	**Community** • Coming to Britain • Identity • Equality in Britain	**Government** • National government • Local government • European government	**Environment** • Climate change • Choices for the future
2nd Half-term	**Human Rights** • What are human rights? • Human rights law • International human rights	**Media** • The power of the media	**Making a Difference** • Voting and elections • Party politics • Campaigning	**Economy** • Managing the economy • World trade • Poverty	**Consumer Law** • Consumer rights • Consumer complaints	**Environment** • Climate change • Choices for the future

Craft Enterprise

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

Outdoor Skills: AQA Awards

	Term 1 (Year 10 only)	Term 2	Term 3
1st Half-term	**Bushcraft and Outdoor Skills** Introduction to AQA Awards AQA Awards covered: • Bushcraft: Skills for Life • Outdoor Education: Teamworking • Outdoor Education: Building Shelters Understand the purpose of bushcraft and follow basic outdoor safety procedures; simple compass navigation; develop communication and co-operation skills; work effectively within a group to achieve a goal; construct a simple shelter as part of a team.	**First Aid and Emergency Response** AQA Awards covered: • Basic First Aid • Basic Resuscitation Understand the purpose of first aid and the role of a first aider; assess casualties safely and know how to contact emergency services; recognise and unconscious casualty and use the recovery position; understand when CPR may be required and the basic CPR sequence; CPR practical and the role of an AED; provide appropriate first aid for minor wounds and bleeding.	**Survival STEM Skills** AQA Awards covered: • Using STEM skills to survive on a desert island (Units 1 and 2) Design and make • A makeshift sun hat, • Paper from recycled magazines, newspaper and tissue • Simple sundial • Water wheel • Organic toothpaste
2nd Half-term	**Bushcraft and Outdoor Skills** AQA Awards covered: • Outdoor Education: Fire lighting • Outdoor Education: Knots • Introduction to using a Trangia camping stove Understand how to start fires and how to manage them; basic bushcraft knots, safe carving techniques, Trangia stove use.	**First Aid and Emergency Response** AQA Awards covered: • Basic First Aid • Basic Resuscitation Recognise and treat burns, scalds and signs of shock; recognise common musculoskeletal injuries and provide basic care; apply first aid knowledge to realistic outdoor situations.	**Survival STEM Skills** AQA Awards covered: • Using STEM skills to survive on a desert island (Units 1 and 2) (cont) Filter water and test for contaminants; use codes and semaphore to send messages; key dangers of exposure and how to protect from this; mapping an area for navigation purposes.

Outdoor Learning - Forest Schools

	Term 1	Term 2	Term 3
1st Half-term	• Introduction to Forest School site at WB • Prepare, tidy and set up site • Set up tarps/den/seating area/fire pit • 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	• 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	• 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
2nd Half-term	• 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	• 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	• Elder beads • Berry bashing • Knots and dens/shelters • Worms! • Bug hotels • Foraging/collecting • Mandala art • Wild storyboards • Clay bugs • Tool work

Outdoor Learning - WB Lodge

	Term 1	Term 2	Term 3
1st Half-term	• Introduction to Outdoor Learning • Learn about trees (leaf rubbing/ID/clay faces) • Berry bashing • Harvest willow • Fire and cooking skills • Halloween crafts • Seasonal garden tasks	• Walking sticks - whittling hazel wood and pyrography pen art • Local walk - Pork Pie Library • Big Schools birdwatch • Imbolc work • St Brigid day crosses • Knighton Park trip – footgolf/tennis • Local walk – litter picking • Seasonal gardening tasks • Valentines' Day art • Chinese new year • Pancake Day	• Imbolc/Spring equinox • Tarps and den making • Kelly kettle/fire skills • Wood/stick collecting • Tools - Loppers and secateurs • Beltane • Outdoor crafts (gods eyes/dream catchers) • Make use of Forest school site • Outdoor painting of furniture/plant labels
2nd Half-term	• Christmas crafts • Willow weaving/stars • Wreath making • Harvest herbs • Make smudge bundles • Conkers! • Making natural games • Senses scavenger hunt • Fire and marshmallows	• Local walk - Pork Pie library (link to WBD) • Ostara - spring • Mother's Day spoons • Fire and cooking • Kelly Kettle • Willow weaving – hearts/dream catcher • Outdoor furniture mending/painting/upcycling • Seasonal gardening tasks	• Making elder beads • Make use of forest school area • Foraging/collecting • Clay bugs • Tool work • Summer solstice • Outdoor games (quoits/croquet/boules)

Outdoor Learning - Gardening

	Term 1	Term 2	Term 3
1st Half-term	• Introduction to Outdoor spaces and garden • 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	• 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	• 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	• 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	• Seed sowing • Plant young veg/herbs/fruit • Earth up potatoes • Make plant labels • Art activities: Cordage (nettle/bramble) • Making minibeast/bug hotels	• Maintenance of crops in raised beds • Harvesting of crops • Collect and store seeds

Relationships and Sex Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half Term	**Healthy Relationships** • Friendships • Breakdown in relationships/rejection • Romantic relationships • Healthy relationships- Characteristics • Marriage (inc. forced/common law myth) • Civil Partnership • LGBTQ+ relationships	**Online Media** • What do we see in the media? (inc. touching on online discourse) • Social Media • Media perceptions • Media relationships • Over sexualisation of Media	**Sexual Health** • Physical and emotional effects of puberty • Puberty in females • Puberty in males • Reproductive systems • Menstrual Cycle • Menopause • Human development	**Relationships** • Healthy relationships • Unhealthy relationships • Romantic • Grooming • Domestic abuse • Online relationships • LGBTQ+	**Keeping Safe Online** • Media perceptions • Social media • Sexting • Online Safety • Online abuse • VAWG and online discourse (in. misogyny, incels) • Power imbalances/ exploitation of vulnerabilities	**Sexual Health** • Concept of sex • Sexual consent • Contraception • Sexually transmitted infections • HIV/AIDS • Consequence and support for STIs • Application of knowledge to scenarios
2nd Half Term	**Unhealthy Relationships** • Unhealthy relationships- characteristics • Manipulation • Emotional abuse • Grooming • Domestic abuse • Unwanted attention • Harassment and stalking • Peer pressure • Alcohol and drug effects on relationships	**Online and Media** • Positive online relationships • Negative online relationships • Sexting • Image based and digital sexual abuse (inc. touching on AI and deepfake)	**Sexual Health** • Contraception • Sexually Transmitted Infections • Parenthood • Adoption/fostering • Accessing services	**Sexual Health & Fertility** • Reproductive systems • FGM/virginity testing/ hymenoplasty • Menstrual Cycle • Pregnancy • Abortion • Infertility • Parenting (inc touching on importance of child development) • Adoption/Fostering • Divorce	**Sexual Health** • Impact of pornography/sexual attitudes • Image based sexual abuse (to include deepfake and AI) • Sexual and gender based violence • Challenge victim blaming language(to include navigating and communicating conflict)	Recap of highlighted topics plus any others which feel appropriate.

Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Buddhism** Beliefs and teachings & Practices Buddha and enlightenment The Dhamma The Noble Truths Application of faith Worship Attitude to death and morning Significant places Festival: Vesak	**Judaism** Beliefs and teachings & Practices The divine presence and The Messiah Nature of God Promised Land Rituals and dietary laws Workshop and Prayer Tenakh (The Written law) Festival: Yom Kippur	**Islam** Beliefs and teachings & Practices Core beliefs Nature of Allah Kutub (Books) Hajj and fasting Importance of practice and worship Akhirah (Life after death) Festival: Eid ul Fitr	**Good and Evil** • 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 Synoptic study of the above themes	**Religion, Peace and Justice** • 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 Islam & Christianity Synoptic study of the above themes	**Religion and Science** • 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 Buddhism, Christianity, Hinduism & Islam Synoptic study of the above themes
2nd Half-term	**Hinduism** Beliefs and teachings & Practices Eternal Self The cycle of birth, life and death Karma Ways of living Approaching deity Ethical concerns Festival: Diwali	**Christianity** Beliefs and teachings & Practices Nature of God Biblical accounts The Trinity Worship and Sacraments Jesus Christ The role of the Church and pilgrimage Festival: Easter	**Sikhism** Beliefs and teachings & Practices Basic Belief The Scriptures and Authority Founders of Faith The five Ks Beliefs about the nature of human life Workshop, service and lifestyle Ceremonies Festival Vaisakhi			

Skills for Life and Learning

	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	**THINK** • To understand what mindset is and start to differentiate between fixed and growth. • To explore how our thoughts affect progress. • To deepen knowledge of how the brain changes with practice. • To understand the power of "yet" by turning fixed statements into growth statements, and to identify fixed-mindset behaviours through case studies.	**THINK** • To learn practical growth mindset strategies and build a personal Growth Toolkit. • Practise managing frustration by using various regulation strategies. • To set small, achievable weekly goals. • To reflect on and celebrate learning from the programme through a poster, comic, mind map or presentation.	**BUILD** • To explore and test different ways of getting started on tasks, timing seconds-to-start. • To learn to stay focused through short focus sprints and to reset after a distraction. • To explore and test strategies for boosting motivation on tasks that are not interesting. • To build and begin a personal habit tracker to monitor progress over time.	**ELEVATE** • To understand how the brain works and to build a personal executive functioning profile of strengths and challenges. • To set goals that work, using a GCSE Goal Ladder. • To prioritise tasks and make decisions, using urgent and important. • To beat procrastination using task breakdown and the Five Minute Rule.	**ELEVATE** • To understand stress and anxiety and to create a personal Calm Toolkit. • To apply the STOP, THINK, PLAN, DO, REVIEW framework to solve realistic problems. • To deepen knowledge of independent learning, including revision techniques and creating a revision plan. • To reflect on progress made and create a one-page Personal Success Toolkit.	**FOCUS** • To explore a range of revision techniques, such as flashcards, blurting, mind maps and dual coding. • To work through worked revision examples in English, Maths or Science. • To build confidence by replacing unhelpful thoughts with realistic ones. • To practise relaxation and regulation techniques and create a Personal Calm Plan.
2nd Half-term	**THINK** • To explore what growth mindset looks like in action. • To develop flexible thinking and learn to solve problems in more than one way. • To explore how mistakes can be used as feedback and what we can learn from them. • To understand why challenge is a good thing, and learning how to pitch the right level of difficulty.	**BUILD** • To understand what effective effort looks like, and the difference between repeating and improving. • To practise a skill using a target, practice and feedback loop and to chart scores to see progress. • To understand how small habits form (cue, action, reward) and to design a tiny habit.	**BUILD** • To experiment with two methods on the same task and evaluate which works best. • To create a restart plan so that a missed day or broken streak does not derail a habit. • To apply learning by planning and running an effort sprint on a real school, hobby or home task. • To share evidence of effort and celebrate progress.	**ELEVATE** • To develop an understanding of time by estimating how long tasks take and when to start. • To strengthen working memory using chunking, checklists and note taking. • To design a personal organisation system that suits each student. • To develop flexible thinking by generating alternatives and creating Plan A, B and C.	**FOCUS** • To create a safe space and to explore feelings about exams. • To understand stress and anxiety, including how the stress response works in the body.# • To try practical coping strategies, including breathing, sensory, self-talk and movement. • To manage overwhelm by building a weekly schedule with breaks and rest.	**FOCUS** • To manage exam day worries by planning the day and making a morning checklist. • To understand the importance of balance by building a sleep toolkit and weekly wellbeing plan. • To bring everything together in a Personal Toolkit (calm plan, revision techniques, weekly schedule and exam-morning checklist). • To reflect, celebrate progress and set post-exam goals.