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	Term 1 Study skills & careers	Term 2 Values and culture	Term 3 Relationships and me	Term 4 Democratic Britain	Term 5 Community issues	Term 6(study leave) Taking care of myself
KS5	06/09/2021 13/09/2021 20/09/2021 27/09/2021 04/10/2021 11/10/2021 18/10/2021	01/11/2021 08/11/2021 15/11/2021 22/11/2021 29/11/2021 06/12/2021 13/12/2021	03/01/2022 10/01/2022 17/01/2022 24/01/2022 31/01/2022 07/02/2022 14/02/2022	28/02/2022 07/03/2022 14/03/2022 21/03/2022 28/03/2022 04/04/2022	25/04/2022 02/05/2022 09/05/2022 16/05/2022 23/05/2022	06/06/2022 13/06/2022 20/06/2022 27/06/2022 04/07/2022 11/07/2022 18/07/2022
Year 13	UCAS applications A-level recap-- time management and prioritisation of task A-level recap-- revision skills & managing exam pressures Careers – What careers universities, apprenticeships and workplaces Careers – CVs and covering letters Careers – applications and interviews MS FORMS CONSOLIDATION OF STUDY SKILLS & CAREERS HOLIDAY: 1 WEEK	Causal part time jobs “ gig economy” Debate: Environmental change & issues Social and political topics and remembrance Mock week – independent revision Mock week – independent revision Debates: ethical debates Road safety & impact of drug and alcohol use YEAR GROUP DEBATES & Main religions in the UK. HOLIDAY: 2 WEEKS	Positive relationships & unhealthy relationships Common mental health issues Sexual health, STIs Recap of contraception Consent & peer pressure Sexual harassment & laws surrounding relationship Pregnancy Sending sexualised images recap, body enhancement and alteration MS FORMS CONSOLIDATION OF RELATIONSHIPS AND ME HOLIDAY: 1 WEEK	Mock week – independent revision Mock week – independent revision Multiculturalism & British Values Elections & political parties Warwick university: student funding and finance talk MS FORMS CONSOLIDATION DEMOCRATIC BRITAIN HOLIDAY: 2 WEEKS	Personal health and wellbeing Independent living, first aid Financial information Exam revision support Exam revision support HOLIDAY: 1 WEEK	Exam revision support Exam revision support Preparation for the next step after 6 th form Preparation for the next step after 6 th form Preparation for the next step after 6 th form Preparation for the next step after 6 th form Preparation for the next step after 6 th form
Assessment	SA of how far students feel they have made progress towards planning for careers pathway Self-assessment – start of the sol Self-assessment – end of the sol Close question career assessment on MS forms Student voice Debates	Reflection sheets and discussions around key topics and themes. Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates Natwest CareerSense ambassador event – Financial literacy	Reflection sheets and discussions around key topics and themes Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates MS forms consolidation	Discussion with tutors to identify areas for development and issues. Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates MS forms consolidation	Self-assessment – start of the sol Self-assessment – end of the sol Student voice Debates	Self – assessment of work experience Student voice Debates

Character and Culture Overview 2023/2024

<p>Links to Curriculum</p>	<p>English – speaking and listening, writing skills. Careers/Gatsby Benchmarks</p> <p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>		<p>SACRE – focus on developing themes from KS3 and analysing views to form their own. Recap of all main religions in the UK</p> <p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>		<p>RSE (2019) – how to live a healthy lifestyle, sexual harassment.</p> <p>Citizenship NC -laws and justice system</p> <p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>		<p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>Gatsby Benchmarks – Careers</p> <p>C&C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>
<p>Intended Impact</p>	<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. Develop their knowledge of Careers and their future options. 2. Develop their understanding of a personalised Careers Pathway and routes. 3. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers. <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Selecting an informed further education option. 2. Applying and enrolling on a suited educational course. 3. Creating an effective C.V and covering letter to be developed further, after they leave school. 		<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. Develop their understanding when learning about non-religious as well as religious attitudes. 2. Develop their own informed opinions based on their learning about these different religions. 3. Develop their own informed opinions on issues relating to Beliefs and Culture. <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Confidently discussing and exploring key topics and related themes. 2. Evaluating different topics and issues regarding beliefs and cultures, showing an understanding of the key similarities and differences. 3. Reflecting on these findings and developing their opinions based on these. 		<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing. 2. Learn about Sexual Health, relationships. 3. Develop their understanding of consent, the law. <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Completing a self-assessment, stating their confidence levels regarding topics covered. 2. knowing where and who to go to for support and guidance, when they need it. 3. Evidencing knowledge and understanding of the key topics taught. 4. Evaluating how we can develop our levels of physical, mental health and wellbeing. 		<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. Develop their understanding when learning about multi-cultural Britain 2. Develop their own informed opinions based on their learning. 3. Develop their own informed opinions on issues relating to Beliefs and Culture. <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Confidently discussing and exploring key topics and related themes. 2. Evaluating different topics and issues regarding beliefs and cultures, showing an understanding of the key similarities and differences. 3. Reflecting on these findings and developing their opinions based on these. 	<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. Develop their awareness of independent living 2. Develop their awareness and understanding of the dangers financially <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Articulating and sharing their findings. 2. Evidencing their understanding of the support in place regarding these issues. 	<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. students will be able to reflect on their career pathway. <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> 1. Articulating and sharing their findings. 2. Evidencing their understanding of the support in place regarding these issues.

