

Character and Culture Overview Year 13

	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)
KS5	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14	Week 15 Week 16 Week 17 Week 18 Week 19 Week 20	Week 21 Week 22 Week 23 Week 24 Week 25 Week 26	Week 27 Week 28 Week 29 Week 30	Week 31 Week 32 Week 33 Week 34 Week 35 Week 36 Week 37
Year 13	<p>Study Skills – Motivation. Careers – Post 18 choices and Degree apprenticeships/</p> <p>UCAS – Filling out the application, drafting your personal statement.</p> <p>Revision – Good v Bad revision. Careers – Goor to outstanding personal statements.</p> <p>Careers – UK Apprenticeships are they right for me? Fixed v Growth.Mindset. Resilience</p> <p>Careers – Personal Statements, career and subject of the month</p> <p>Careers – Introduction to apprenticeships, narrowing down options for university</p> <p>How to write your UCAS Personal Statement</p> <p>HOLIDAY: 1 WEEK 202</p>	<p>Protected characteristics</p> <p>British Values, Anti Bullying Week</p> <p>Mock week – independent revision</p> <p>Mock week – independent revision</p> <p>Challenging Stereotypes</p> <p>World Religions on Medical Ethics – Euthanasia</p> <p>World Religions on Medical Ethics – Fertility Treatment</p> <p>HOLIDAY: 2 WEEKS</p>	<p>Identifying Healthy Relationships</p> <p>Managing Unwanted Attention</p> <p>Reducing Inappropriate Behaviours</p> <p>Sharing Sexual Images</p> <p>Making choices about your sexual health</p> <p>NATIONAL APPRENTICESHIPS WEEK</p> <p>Holiday: 1 Week</p>	<p>Mock week – independent revision</p> <p>Mock week – independent revision</p> <p>A country without democracy, student finance assembly</p> <p>Democracy, what’ s history got to do with it, Budgeting at University</p> <p>Democracy, so what do you know about parliament</p> <p>Propaganda and Bias, Basic Lide Support</p> <p>Holiday: 2 Weeks</p>	<p>Making safer choices – Alcohol, Study Habits.</p> <p>Reducing the risk of taking drugs</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>HOLIDAY: 1 WEEK</p>	<p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p> <p>STUDY LEAVE</p>
Assessm ent	<p>SA of how far students feel they have made progress towards planning for careers pathway</p> <p>Tracking of career plans</p> <p>Unifrog use for interests and planning</p> <p>Student voice</p> <p>Debates</p>	<p>Discussions around key topics and themes.</p> <p>Starter questions to gauge prior knowledge</p> <p>Student voice</p> <p>Debates</p>	<p>Discussions around key topics and themes</p> <p>Starter questions to gauge prior knowledge</p> <p>Student voice</p> <p>Debates</p>	<p>Discussion with tutors to identify areas for development and issues.</p> <p>Self-assessment – start of the sol</p> <p>Self-assessment – end of the sol</p> <p>Student voice</p> <p>Debates</p> <p>MS forms consolidation</p>	<p>Self-assessment – start of the sol</p> <p>Self-assessment – end of the sol</p> <p>Student voice</p> <p>Debates</p>	<p>Self – assessment of work experience</p> <p>Student voice</p> <p>Debates</p>

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<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>
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<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.
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