

Recovery Curriculum Overview for Year 7

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|---|---|
| <p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p> | <ul style="list-style-type: none"> Students will learn the key differences between primary and secondary school. This is to support with transition. The meaning and purple of Cockburn's Values and Expectations. The skill of personal and self- reflection, modelled through the V&Es and which students need to improve on. The meaning of being unique. Why is the Value of 'Respect' so important at Cockburn? The uniqueness of individuals and the importance of celebrating and tolerating difference (MBV). Careers link – students identify their unique qualities and how this may support them with their future career ambitions. | <ul style="list-style-type: none"> Knowledge of what puberty is. Compare and contrast puberty for boys and girls. Emotional impacts of puberty. Developing strategies for dealing with emotional changes during puberty. Strategies for dealing with 'embarrassing issues'. Random erections, periods etc. Sex – sexual behaviours / RSE. FGM. What it is; the law; the effects. | <ul style="list-style-type: none"> What bullying is / what it looks like/ why bullying is wrong/ signs of bullying. The causes of bullying, i.e. why do people bully. The effects of bullying – how bullying can impact a person's social, emotional, physical and mental health. What to do if you are being bullied / who to go to if you are being bullied (or someone you know is being bullied.) How to stop bullying as a school | <ul style="list-style-type: none"> Different types of relationships, e.g. friendships, family, romantic. Features of a healthy and unhealthy relationship. Rights and responsibilities in a family. Peer on peer abuse. Domestic violence. | <ul style="list-style-type: none"> Products that contain alcohol and tobacco / nicotine. Peer pressure and early addiction. Cause of addiction – peer pressure, loneliness, isolation. The law on alcohol and cigarettes. | <ul style="list-style-type: none"> Social consequences of substance misuse. Physical consequences of substance misuse. Legal consequence of substance misuse. School policy on drugs. |
| <p>*Recovery:</p> <p>Essential Knowledge from KS2 previous term that needs revisiting. (only valid for NC subjects)</p> | <p>PSE PHSE Citizenship education is inconsistent at KS2 and therefore we assume basic level knowledge and address misconceptions as they arise.</p> | | | | | |
| <p>Assessment:</p> | <p>Who am I?</p> | <p>Who am I? How will puberty affect me?</p> | <p>Who am I? How will puberty affect me?</p> | <p>Who am I? How will puberty affect me? How does bullying affect people around me? What does a healthy relationship look like?</p> | | |

Recovery Curriculum Overview for Year 8

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|--|----------|
| <p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p> | <p>Staying safe</p> <p>(10-11 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The purpose of this SOL is to draw on year 7 learning and prepare students for being safe in the modern world as they face potential issues that may cause them harm.</p> <ul style="list-style-type: none"> • Definition of grooming. • Types of grooming. • Causes of grooming. • Effects of being groomed. • Effects of grooming (social and legal consequences) • The law on grooming. • Advice on what to do if you think you or someone you know is being groomed. • The problem of gangs and county lines in the UK. • Gang's use of grooming and child exploitation (sexual and non-sexual). • Who gangs target; the vulnerable. • The realities of being in a gang. • Gang life in the media. • Rising rates of knife crime in the UK. • Social and legal consequences of carrying a knife. • Effects of knife crime. • Social media and dangers; Sexting. • The law on sexting. • Social and legal effects of sexting. • Gaming (link to year 7 addiction). • Social consequences of too much gaming. | <p>Healthy Body</p> <p>(9-10 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The purpose of this SOL is to prepare students to look after their own body as the start to make independent decisions about their own body that will be responsible and positive.</p> <ul style="list-style-type: none"> • The importance of diet. • Obesity epidemic; effects on the NHS and being a responsible citizen. • Mental and physical effects of being overweight. • Healthy eating – moderation and balanced diet. • Energy drinks and school policy on energy drinks. • Exercise • Benefits of exercise • Neurochemistry and endorphins (link to addiction in year 7 and gaming in year 8.). • Sleep and the importance of sleep (link to video gaming / substance misuse). • Link to Year 7 substance misuse. <ul style="list-style-type: none"> • Healthy Body → • Healthy mind → • Healthy body. | <p>Healthy Mind</p> <p>(7-9 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The purpose of this SOL is to ensure students can be resilient and prepared for School life and beyond. This SOL develops work completed in year 7 on puberty and hones student work completes on self-reflection and development.</p> <ul style="list-style-type: none"> • What is the mind / mental health? • The reciprocal relationship between body and mind. • Mental health crisis in the UK. • What is and what is not mental health. • Supporting your own mental health (link to healthy eating / exercise. • The relationship between sleep and mental health. • Link to year 7 friendships. Toxic versus healthy friendships. • Support available inside and outside of school regarding mental health. | <p>Career options</p> <p>(6-8 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The SOL seeks to support students in becoming aspirational. Students will build on what makes them unique and think about what job / career they would like when they are older. This will also prepare students for their GCSE options to make informed decisions.</p> <ul style="list-style-type: none"> • What is a career? • The difference between career and job. • Qualifications and skills. • Different career sectors. • Labour market in Leeds. • Future labour markets. | <p>Sexuality</p> <p>(5-7 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>This SOL builds on year 7 work on being unique. It also reinforces learning about the V&E, in particular respect, and tolerance.</p> <ul style="list-style-type: none"> • Sexual orientation • Discrimination – homophobia. • Varying sexualities. • Sexuality in the media. • Mental health and sexuality • What to do if you are concerned about sexuality – support and guidance. <p>Dealing with sexuality – 'coming out' to friends / family.</p> | |
| <p>Recovery: Essential Knowledge from previous term that needs revisiting.</p> | <p>Who am I? Puberty</p> | <p>Puberty Effects of alcohol and smoking</p> | <p>Who am I What makes me unique</p> | <p>Who am I?</p> | <p>Puberty</p> | |
| <p>Assessment:</p> | <p>Assessment draws on knowledge from year 7 -Addiction / substance misuse. -Puberty -Bullying.</p> | <p>Year 7 Alcohol and Tabaco misuse. Year 8 Dangers of Social Media Year 8 Gaming / addiction. Year 8 Sexting and the law.</p> | <p>Year 7 – friendships. Year 7 – bullying Year 8 – healthy eating Yea 8 – exercise Year 8 – healthy gaming.</p> | <p>Year 7 – What makes me unique? Year 8 – mental health. The relationship between work and mental health?</p> | <p>Year 7 – Values and Expectations Year 8 – Healthy body and mind.</p> | |

Recovery Curriculum Overview for Year 9

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|---|
| Curriculum Content: Priority Essential knowledge and skills that will be taught. | Where will I encounter prejudice and discrimination in my life? <ul style="list-style-type: none"> - What is prejudice and discrimination? - The causes of prejudice and discrimination. - The effects of prejudice and discrimination. <p>Exploring different forms of prejudice and discrimination. Giving examples, the effects and how people are responding.</p> <ul style="list-style-type: none"> - Racism. - Sexism. - Ageism. - Disabilities. - LGBTQ. - Trans. - Religion. | How can we prevent extreme behaviour? <ul style="list-style-type: none"> - What is Britishness/ what does it mean to be British? - Who are the British. - Media and stereotypes. - How to identify racism. - Human rights and freedom of preach. - Extremism. - DVD aimed to prevent extremism. | How do I stay safe from STI's? <ul style="list-style-type: none"> - Different forms of contraceptives. - Positives/ negatives of different forms of contraceptives. - How to use a condom. - The effects of HIV. <p>Why people have faced discrimination due to sexually transmitted diseases.</p> | Moral decisions <p>Exploring different ways to make moral decisions. Exploring the positives and negatives of each way applying it to moral decisions e.g. life etc.</p> <ul style="list-style-type: none"> - Bible - Conscience - Utilitarianism <p>Situation Ethics.</p> | Religion and medical ethics. <ul style="list-style-type: none"> - Organ donation – what organs can be donated, benefits of it. Why people don't want to donate. New opt in system. - Religion and organ donation. - Case study – Kyle Asquith. - Infertility - Genetic engineering. | |
| Recovery: Essential Knowledge from previous term that needs revisiting. | Sexuality Staying safe | N/A | Sexuality | N/A | N/A | |
| Assessment: | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. |

Recovery Curriculum Overview for Year 10

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|------------------------------|----------|
| Curriculum Content: Priority Essential knowledge and skills that will be taught. | How valuable is life? <ul style="list-style-type: none"> - When does life begin and justification of opinion. - Law on abortion. - Arguments for and against abortion. - Alternative to abortion. - Law on euthanasia/ key terminology. - Arguments for and against euthanasia. | What human rights are we entitled to? <ul style="list-style-type: none"> - What are Human rights? - Why do we have Human rights? - What happens when Human Rights are taken away? - Amnesty International. - Should prisoners be able to vote? - How are people exploited in 2019/2020. | What are the dangers of drug misuse? <ul style="list-style-type: none"> - Different classifications of drugs. - Law in the UK on drugs. - Short term effects of different drug misuse. - Long term effect of different misuse. How addicts can be helped. | How will work experience help me? <ul style="list-style-type: none"> - Importance of work experience. - Communication in the workplace. - Behaviour when on work experience – linking to different scenarios they may encounter. - Health and safety on WEX. - Planning journey. Completion of he WEX diary. | Financial management. | |
| Recovery: Essential Knowledge from previous term that needs revisiting. | Assessment on how valuable is life. Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | Students have to define, justify their opinion, explain and evaluate. | | |
| Assessment: | Moral decisions and ethics | Moral decisions and ethics | Smoking and tabaco use | N/A | | |

Recovery Curriculum Overview for Year 11

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|----------|----------|----------|
| <p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p> | <p>How do I prepare for life after Cockburn?</p> <ul style="list-style-type: none"> - Reflecting on work experience and the key skills learnt. Remove from curriculum. - Exploring what A levels are and how they work/ where students can study A levels/ entry requirements. - Exploring what vocational qualifications are and how they work/ where students can study vocational qualifications/ entry requirements. - Exploring apprenticeships/ linking to future careers. - Researching POST 16 options for them. - Personal statements – what to include/ structure. - Applying for college/ different application process. - Completing a CV. | <p>Revision Skills</p> <ul style="list-style-type: none"> - Exploring how to revise/ different techniques and how to use them. | <p>Exam Stress</p> <p>How to cope and deal with exam pressures.</p> | | | |
| <p>Recovery: Essential Knowledge from previous term that needs revisiting.</p> | N/A | N/A | | | | |
| <p>Assessment:</p> | <p>Assessment through teacher check ins on post 16 choices and progress.</p> | | | | | |