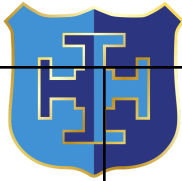




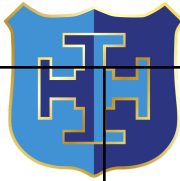
Progression Map

**Department : Wellness - Our
Wider Curriculum**

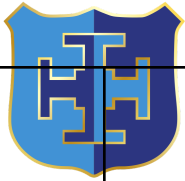
End points	Year 6 Transition	Year 7	Year 8	Year 9	Year 10	Year 11	6th Form	National Curriculum alignment
<p>End point 1</p> <p>Self Respect</p> <p>Respect for others</p> <p>Students to become more aware of who they are, God's purpose for them and fulfill the Great Commandment 'Love thy neighbour as thyself'.</p>		<p>Religious Understanding - Who Am I?</p> <p>My life on screen</p> <p>Family and Friends</p> <p>What are organised acts of kindness? The benefits of being involved Pushing yourself to the limits for others</p>	<p>Religious Understanding - Created and Chosen</p> <p>Think before we share</p> <p>Tough relationships</p> <p>The cycle -thoughts-words-deeds</p> <p>Positive reinforcement: the feel good factor</p> <p>Recognising differences as a good thing</p> <p>Everyday kindness</p> <p>Kindness: worth so much, yet costs nothing</p> <p>Thinking outside the box</p> <p>What is an 'open' character? What is a</p>	<p>Religious understanding - The search for Love</p> <p>One hundred percent</p> <p>Marriage</p> <p>Helping each other to grow</p> <p>How to deliver feedback sensitively</p> <p>How to handle receiving feedback?</p> <p>What is respect? Is my language respectful? Breaking down language</p> <p>The impact of valuing people</p> <p>Ways to show that you value people</p>	<p>Religious Understanding - Authentic Freedom</p> <p>Abuse</p> <p>Pregnancy and abortion</p>	<p>Religious understanding - Self Worth</p> <p>STI's</p> <p>Pornography</p>	<p>Getting past the label</p> <p>Building up, not knocking down</p> <p>Choosing your focus</p>	



			'closed' character? Why is it important to see each other as a human first?					
<p>End point 2</p> <p>Students are to adopt a healthy lifestyle understanding the importance of creating a balance between studies and creation time.</p>		<p>Healthy inside and out</p> <p>Changing bodies</p> <p>Where we come from</p> <p>Introduction to my life</p> <p>My hobbies</p> <p>Feelings</p> <p>Importance of goals and achievement</p> <p>Introduction to mental health</p> <p>How being active impacts mental health</p>	<p>Feelings</p> <p>Appreciating differences</p> <p>Before I was born</p> <p>Stigma</p> <p>Positivity</p> <p>Personal growth</p> <p>Opportunities</p>	<p>In control of my choices</p> <p>Love people, use things</p> <p>Fertility and contraception</p> <p>Pride</p> <p>Pride in the environment</p> <p>Confidence</p>	<p>Beliefs, Values and Attitudes</p> <p>Self-image</p> <p>Parenthood</p> <p>Mindset</p> <p>Assessment</p> <p>Mind Training</p> <p>Recharging</p> <p>Making Choices</p>	<p>Eating disorders</p> <p>Addiction</p> <p>Fertility</p> <p>Mental Health</p> <p>Mental Toughness</p>	<p>Focus</p> <p>Managing Change</p> <p>Self management</p> <p>Being mind</p> <p>Self Awareness</p> <p>Connections</p> <p>Self care</p>	
<p>End point 3</p> <p>Students are to become more aware of their career opportunities and enhancing their skills to be more employable to future employers.</p>		<p>What are my skills and talents?</p> <p>What are my interests? What's my dream job?</p> <p>Careers and Subject Treasure hunt</p> <p><u>Organisation:</u> introduction/organised leadership/start as we mean to go on</p> <p><u>Resilience:</u> What does it mean?/Coping</p>	<p>Identifying interests, effects of climate change, communicator, exploring different careers</p> <p><u>Leadership:</u> There's no 'I' in team/ Putting together a team/ How I like to be lead</p> <p><u>Communication:</u> Structure of a debate/ Expressing opinions through debate/</p>	<p>What is learning? What does HE study entail?</p> <p>What are the benefits of HE?</p> <p>What are my choices?</p> <p>What are my opportunities?</p> <p>What are the costs?</p> <p><u>Leadership:</u> What is the difference between managing and leading?/ Motivational</p>	<p>What is FE in contrast to HE?</p> <p>What does HE study entail?</p> <p>What are the benefits of HE?</p> <p>What are my choices?</p> <p>What are my opportunities?</p> <p>What are the costs?</p> <p>What are apprenticeships?</p> <p>What is a university and why go to one?</p> <p>How to build a portfolio Career</p>	<p>FE and HE, Post 16 options, Employability, Professionalism, Preparing for next step, budgeting</p> <p>Apprenticeships</p> <p>What courses are available at University?</p> <p>What are the different types of university?</p> <p><u>Resilience:</u> Breaking down the journey/ Using PLC's to support</p>	<p>What is HE? What does HE study entail? What are the career benefits of HE? What are my choices?</p> <p>What are the costs? How do I apply? UCAS and Personal Statements, Employability, Mock Interviews, Budgeting and student finance, preparing for university. Student and graduate opportunities</p> <p>Putting Yr12 into perspective for Higher Education Healthcare sector</p>	



		<p>with change/When am I resilient?</p> <p><u>Initiative:</u> What is it?/Do I enjoy putting myself forward?/How do I react when something goes wrong?</p> <p><u>Leadership:</u> What is it and its purpose?/Choosing leaders/Who am I as a leader?</p> <p><u>Communication:</u> What does it mean by 'effective' communication?/ Dealing with confrontation/communicating in learning</p>	<p>Using debate to improve school work</p> <p><u>Initiative:</u> When did I last show initiative?/ Taking the initiative in my learning/approaching problems with a clear head</p> <p><u>Organisation:</u> Organised problem solving/planning events/approaching challenges in an organised way</p> <p><u>Resilience:</u> What is a growth mindset?/What are my strengths and weaknesses?/ No mistakes = no progress</p>	<p>leadership/ Motivating myself</p> <p><u>Communication:</u> Content and rhetoric/ social media and communication/ communication in the workplace</p> <p><u>Organisation:</u> What does an organised person look like?/ Organisation in the future/ What organisational techniques work for me?</p> <p><u>Resilience:</u> What makes people quit?/ Overcoming barriers/ Turning setbacks into success</p> <p><u>Initiative:</u> What's so good about showing initiative?/ Initiative and growth mindset/Solution-based and problem-based thinking.</p>	<p>Development The Labour Market</p> <p><u>Organisation:</u> What organisational skills do I need at school?/ Balancing importance and urgency/ Organising 'things' and organising myself</p> <p><u>Initiative:</u> From setbacks to success/ Active learning/ Working independently</p> <p><u>Resilience:</u> Emotional, psychological and physical resilience/ What is my motivation?/ Motivating myself</p> <p><u>Leadership:</u> What is 'strong' leadership? Using your heart and head/ Command and control versus Discuss and Decide/ Why do employers want leadership skills?</p>	<p>resilience/ Self-evaluation and self-criticism</p> <p><u>Organisation:</u> Presenting organised arguments/ Organising with clear communication/ Organisation and curricular studies</p> <p><u>Communication:</u> The 'echo chamber' Disagreeing with people and disagreeing with opinions Career pathways</p> <p><u>Initiative:</u> Spotting a gap in the market/ Continual challenge/ Positive thinking</p> <p><u>Leadership:</u> Leadership and humility/ when leaders make mistakes/ How I react when things go wrong.</p>	<p>The professional and legal Personal statements Interviews Equality and Diversity</p> <p><u>Resilience:</u> What got you here, won't get you there/ Forecasting/ Post-mortem/ Resiliently Flexible/ Zooming in and out/Resilient leadership</p> <p><u>Leadership:</u> Leadership styles on a sliding scale/ How do different leadership preferences get results?/ Getting results with my leadership style/ Leadership and Careers/ My next steps: leading in the future</p> <p><u>Initiative:</u> Creative problem solving/ How I learn best/ Showcasing my initiative/Initiative and industry advancements/ What can I do?/ Not just about good ideas</p> <p><u>Communication:</u> What works for me might not work for you/ Empathy/ When am I developing my communication skills/ Productive and reductive debate/ Listening/ Plans for the future</p> <p><u>Organisation:</u> Organisation in life beyond school/ Taking control/ Organising for</p>	
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							the future/ steady steps and last minutes changes/ The detail and the Big picture/ Understanding how I work	
<p>End point 4</p> <p>Students are to have a firm understanding on how to be safe in the wider world and understand the cultural capital within their community which may impact on them.</p>		<p>Living in the wider world</p> <p>introduction to E-safety</p> <p>Digital Footprint</p>	<p>Wider world</p> <p>Social Media</p> <p>Cyberbullying</p>	<p>Knowing My rights and responsibilities</p> <p>Online behaviour</p>	<p>Solidarity</p>	<p>Coercive Control</p>	<p>Equality and Diversity</p>	