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<b>Endeavour Federation Curriculum vision</b>	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p>
	<p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<b>PSHE vision</b>	<p>Our curriculum seeks to follow the National Curriculum prioritising emotional wellbeing alongside academic achievements in order to meet the individual needs of our pupils, this is exemplified by our in depth focus on each of the core themes daily throughout the academic year through daily specific targeted lessons in which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps young people to stay healthy and safe, whilst preparing them to make the most of life and work in 21<sup>st</sup> Century Britain.</p>
	

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				


















Curriculum 'at a glance'

	Autumn		Spring		Summer	
<b>Year 7</b>	Transition and safety	Health and puberty	Living in the wider world	Building relationships	Diversity	Finances, saving and borrowing
<b>Year 8</b>	Identity and relationships	Community and careers	Discrimination	Emotional wellbeing	Drugs and alcohol	Digital literacy
<b>Year 9</b>	Intimate relationships	Setting goals	Respectful relationships	Health and wellbeing	Peer influence, substance use and gangs	Employability skills
<b>Year 10</b>	Exploring influences	<b>Emotional literacy curriculum</b>	Healthy relationships	<b>Emotional literacy curriculum</b>	Addressing extremism and radicalisation	<b>Emotional literacy curriculum</b>
<b>Year 11</b>	Communication in relationships	<b>Emotional literacy curriculum</b>	Families	<b>Emotional literacy curriculum</b>	First aid	






<p><i>Core Knowledge/ Skills and Concepts</i></p>	<p><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>  	<p><b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work</p>     	<p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</p>  	<p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies</p>  	<p><b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use</p> 	<p><b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks</p>    
<p><i>Weekly Focus</i></p>	<p>1 – The qualities of positive, healthy relationships. The importance of trust in relationships and the behaviours that can undermine or build trust.</p> <p>To further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>2 – Gender identity and sexual orientation. The difference between biological sex, gender identity and sexual orientation.</p> <p>To recognise that sexual attraction and sexuality are diverse.</p> <p>3 – Forming new partnerships and developing relationships. How to manage the strong feeling that relationships can cause, including sexual attraction.</p> <p>4 – Consent, the law and moral duty. The law relating to sexual consent. The seeker of sexual consent is legally and morally responsible for ensuring that consent has been given.</p> <p>5 – Communicating consent in relationships and the risks of 'sexting' Consent is feely given How to seek, give, not give and withdraw consent, The impact of</p>	<p>1 – The importance of inclusion and diversity. The impact of stereotyping, prejudice and discrimination on individuals and relationships. The need to promote inclusion and challenge discrimination and how to do so safely, including online.</p> <p>2 – The importance of setting goal and targets. The need to set realistic yet ambitious targets and goals. The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p>3 – Identifying different routes into employment. Learn about different routes into work, training and other vocational and academic opportunities and progression routes.</p> <p>4 – The importance of not limiting your aspirations. Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p>5 – Identifying the variety of possible employment options. Learn about different types and patterns of work, including employment, self-employment and voluntary work. Understand that everyone has a different pathway through life, education</p>	<p>1. How to manage influences on beliefs and decisions</p> <p>2. About group-think and persuasion</p> <p>3. How to develop self-worth and confidence</p> <p>4. About gender identity, transphobia and gender-based discrimination</p> <p>5. How to recognise and challenge homophobia and biphobia</p> <p>6. How to recognise and challenge racism and religious discrimination</p>	<p>1 - Look at attitudes towards mental health.</p> <p>2 - Investigate myths and stigma.</p> <p>3 - Explore daily wellbeing.</p> <p>4 - Consider how to manage emotions.</p> <p>5 - Investigate unhealthy coping strategies.</p> <p>6 - Develop healthy coping strategies.</p>	<p>1 – Understand why smoking is bad for us and why we must try to avoid second-hand smoke. Short-term and long-term health risks associated with their use.</p> <p>2 – Understand what drugs are and that they are harmful if used inappropriately, incorrectly or excessively. The personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>3 – Understand the risks and consequences of substance abuse. The positive and negative uses of drugs in society, including the safe use of prescribed and over the counter medicines.</p> <p>4 – Understand about different pressures you might feel in relation to alcohol and other drugs. Learn how to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>5 – Learn how to manage influences in relation to alcohol, drugs and tobacco, including your peers.</p>	<p>1 – Identifying healthy and unhealthy relationships. What behaviours and emotions are healthy and which are unhealthy within a relationship?</p> <p>2 – Sending nude photos in relationships. Discuss why this is not a good idea and give examples of the possible consequences of doing this.</p> <p>3 – When nude photos get shared around. Discuss how you would feel if this happened to you and what effect it could have on you.</p> <p>4 – Causes of cybercrime. Give examples of types of cybercrime. How do you think people get involved in cybercrime?</p> <p>5 – Effects of cybercrime. How to identify risk and mange personal safety in increasingly independent situations, including online. How to recognise peer influence and to develop strategies for managing it, including online.</p>




	<p>sharing images of others without consent. How to get help.</p> <p>6 – Contraception. The purpose, importance and different forms of contraception. Certain infections can be spread through sexual activity. The communication and negotiation skills necessary for contraceptive use in a healthy relationship.</p>	<p>and work. Clarify your own early aspirations.</p>				
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	<b>Core Knowledge/ Skills and Concepts</b>	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Health and wellbeing</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Employability skills</b> Employability and online presence
<b>Year 9</b>	<p><i>Weekly Focus</i></p>	  <p>1 – To know and understand relationships and the readiness for sexual activity, the importance of choice to delay sex and how to be intimate without sex.</p> <p>2 – To know and understand the myths and misconceptions relating to consent.</p> <p>3 – To know the importance of the right to withdraw consent and capacity to consent.</p> <p>4 – To know about sexually transmitted infections (STI's), to understand the effective use of condoms and talking about safer sex with others.</p>	   <p>1 – Review your strengths, interests, skills, qualities and know how to develop them.</p> <p>2 – Set realistic, yet ambitious, targets and goals</p> <p>3 – Know the importance and benefits of being a lifelong learner.</p> <p>4 – Options available at the end of KS3, sources of information and support.</p> <p>5 – Routes into work, training and other vocational and academic opportunities.</p> <p>6 – The benefits of setting ambitious goals and being open</p>	  <p>1 – Different types of families and parenting.</p> <p>2 – Positive relationships in the home and ways to reduce homelessness.</p> <p>3 – Conflict and its causes in different contexts.</p> <p>4 – Conflict resolution strategies.</p> <p>5 – Managing relationships and family changes.</p> <p>6 – Accessing support services.</p>	   <p>1 – Describe good oral hygiene practices.</p> <p>Explain the impact of diet and substance use on dental health.</p> <p>2 – Describe differences between dentistry for health and cosmetic purposes.</p> <p>Explain how to access NHS dental services and the importance of having regular check-ups.</p> <p>3 – Identify different influences on decisions regarding health and exercise.</p> <p>4 – Analyse why some influences might be stronger than others.</p>	  <p>1 – To distinguish between health and unhealthy relationships.</p> <p>2 – How to assess risk and manage influences on behaviours.</p> <p>3 – How to manage risk in relation to gangs.</p> <p>4 – Risks of carrying a knife.</p> <p>5 – To look at positive social norms in relation to drug and alcohol use.</p> <p>6 – To look at legal and health risks of drug and alcohol use.</p>	     <p>1 – How to safely and responsibly for, maintain and manage positive relationships in person and online.</p> <p>The qualities and behaviours you should expect and exhibit for a variety of positive relationships.</p> <p>2 – To review skills, strengths and qualities and how to develop them. The skills that employers value and the skills and qualities required to engage in enterprise.</p> <p>3 – Routes into work, training and other vocational and academic opportunities. The benefits of setting ambitious goals and being open to opportunities.</p>

	<p>5 – To know and understand the consequences of unprotected sex, including pregnancy.</p> <p>6 – To understand how relationships are portrayed in the media and how pornography might affect your expectations of what relationships are.</p> <p>7 – To know how to assess and manage the risk of sending, sharing or passing on sexual images with other.</p> <p>8 – To know how to keep yourself safe online and to keep your personal information secure online.</p>	<p>to opportunities in all aspects of life.</p> <p>7 – Different types and patterns of work</p> <p>8 – Different work roles and career pathways</p> <p>9 – Young people’s employment rights and responsibilities.</p> <p>10 – Managing emotions in relation to future employment.</p>		<p>Evaluate which influences are more or less reliable.</p> <p>5 – Evaluate strategies to manage negative or less reliable influences.</p>		<p>4 – To establish personal values and clear boundaries around aspects of life that you want to remain private, including online.</p> <p>5 – To manage emotions in relation to future employment.</p> <p>6 – Different work roles and career pathways, including clarifying your own early aspirations.</p>
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	<b>Core Knowledge/ Skills and Concepts</b>	<b>Exploring influence</b> The influence and impact of drugs, gangs and role models in the media 	<b>Completing the emotional literacy curriculum</b>	<b>Healthy relationships</b> Relationships and sex expectations and pleasure and challenges, including the impact of media and pornography 	<b>Completing the emotional literacy curriculum</b>	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism 	<b>Completing the emotional literacy curriculum</b>
<b>Year 10</b>	<b>Weekly Focus</b>	<ol style="list-style-type: none"> <li>About positive and negative role models</li> <li>How to evaluate the influence of role models and become a positive role model for peers</li> <li>About the media’s impact on perceptions of gang culture</li> <li>About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>How drugs and alcohol affect decision making</li> </ol>	<b>Completing the emotional literacy curriculum</b>	<ol style="list-style-type: none"> <li>About relationship values and the role of pleasure in relationships</li> <li>About assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>About the opportunities and risks of forming and conducting relationships online</li> <li>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ol>	<b>Completing the emotional literacy curriculum</b>	<ol style="list-style-type: none"> <li>About communities, inclusion, respect and belonging</li> <li>About the Equality Act, diversity and values</li> <li>About how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>How to manage conflicting views and misleading information</li> <li>How to safely challenge discrimination, including online</li> <li>How to recognise and respond to extremism and radicalisation</li> </ol>	<b>Completing the emotional literacy curriculum</b>

		<p>6. How to keep self and others safe in situations that involve substance use</p> <p>7. How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <p>8. Exit strategies for pressurised or dangerous situations</p> <p>9. How to seek help for substance use and addiction</p>		<p>5. About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p> <p>6. How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <p>7. How to recognise and challenge victim blaming</p> <p>8. About asexuality, abstinence and celibacy</p>		
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Year 11	<i>Core Knowledge/ Skills and Concepts</i>	<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> 	<p><b>Completing the emotional literacy curriculum</b></p>	<p><b>Families</b> Different families and parental responsibilities, pregnancies, marriage and forced marriage and challenging relationships</p> 	<p><b>Completing the emotional literacy curriculum</b></p>	<p><b>First Aid</b> Basic first aid skills for common injuries. Students are required to learn further first aid skills such as CPR and the purpose of defibrillators.</p> 	
	<i>Weekly focus</i>	<p>1. About core values and emotions</p> <p>2. About gender identity, gender expression and sexual orientation</p> <p>3. How to communicate assertively</p> <p>4. How to communicate wants and needs</p> <p>5. How to handle unwanted attention, including online</p> <p>6. How to challenge harassment and stalking, including online</p>	<p><b>Completing the emotional literacy curriculum</b></p>	<p>1. About different types of families and changing family structures</p> <p>2. How to evaluate readiness for parenthood and positive parenting qualities</p> <p>3. About fertility, including how it varies and changes</p> <p>4. About pregnancy, birth and miscarriage</p> <p>5. About unplanned pregnancy options, including abortion</p>	<p><b>Completing the emotional literacy curriculum</b></p>	<p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/</a></p> <p><a href="https://www.sja.org.uk/get-advice/resource-archive/">https://www.sja.org.uk/get-advice/resource-archive/</a></p> <p><a href="https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/">https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/</a></p>	

		<p>7. About various forms of relationship abuse</p> <p>8. About unhealthy, exploitative and abusive relationships</p> <p>9. How to access support in abusive relationships and how to overcome challenges in seeking support</p>		<p>6. About adoption and fostering</p> <p>7. How to manage change, loss, grief and bereavement</p> <p>8. About 'honour based' violence and forced marriage and how to safely access support</p>			
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