



Year 11 Curriculum Overview

2023-2024

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	Autumn Term	Spring Term	Summer Term
English	<p>GCSE English is a core subject and is compulsory at KS4. GCSE emphasises the quality and accuracy of writing and core writing skills, such as spelling, punctuation and grammar. This allows candidates to demonstrate their ability in functional English. This also offers opportunities to investigate and analyse language, experiment and use language creatively.</p> <p>At Entry Level, Step Up to English helps entry-level pupils to build basic and relevant literacy skills and is suitable for pupils from Key Stage 3 onwards.</p>		
	GCSE		
	<p>Language focus Paper 2: Q2 & 4 & 5</p> <p>Literature focus</p> <ul style="list-style-type: none"> ▪ 19th Century Text: <i>The Sign of Four</i> – Conan Doyle ▪ Shakespeare: <i>Romeo and Juliet</i> (Act 1, 2 & 3) ▪ Practice retrieval and inference skills in response to Modern Text ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor 	<p>Language focus Paper 1 and 2 mock exams</p> <p>Literature focus</p> <ul style="list-style-type: none"> ▪ Paper 1 and 2 mock exams ▪ Shakespeare: <i>Romeo and Juliet</i> (Act 4 &5) ▪ Revision ▪ Exam preparation ▪ Exam layout ▪ Feedback and redrafting responses 	<p>Language focus Revise all texts Exams: Paper 1 and 2</p> <p>Literature focus Revise all texts Exams: Paper 1 and 2</p> <ul style="list-style-type: none"> ▪ Use Modern Text extracts for Language Paper 1 revision ▪ Fiction and non-fiction writing (Language Q5s) based on literature text revision
	Entry Level		
	<p>Literacy Topic: Non-Fiction Texts (Component 1 x 2 assessments)</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> ▪ Discussion and presentation of ideas <p>Reading:</p> <ul style="list-style-type: none"> ▪ Vocabulary associated with the chosen topic ▪ Comment on writer’s choice of words ▪ Identifying text features e.g. headline, picture ▪ Explaining word meanings <p>Writing:</p> <ul style="list-style-type: none"> ▪ Non-fiction writing (check form of task) ▪ SPaG skills 	<p>Creative Reading & Writing: Fiction Texts (Component 2 x 1 assessment)</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ Identifying facts (‘List 4 things...’) ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills 	<p>Functional Skills/Transition: Planning a Trip</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ Identifying facts (‘List 4 things...’) ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills

Maths	<p>GCSE Maths is a core subject and is compulsory at KS4. The students follow the Edexcel GCSE course and it covers a range of topics including Number, Algebra, Ratio, Proportion, Geometry and Measure, Trigonometry, Statistics and Probability. The paper is made up of a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand will increase as you progress through the paper. Entry level maths follow AQA which consists of 8 components. The language in the tests is straightforward to allow students to focus on the maths skills that they are able to demonstrate competency in.</p>		
	GCSE Foundation		
	<ul style="list-style-type: none"> ▪ Angles, lines and symmetry ▪ Equations ▪ Inequalities ▪ Polygons and parallel lines ▪ Sequences 	<ul style="list-style-type: none"> ▪ Perimeter and area ▪ 3D forms and Volume ▪ Transformations I ▪ Transformations II ▪ Ratio and proportion 	<ul style="list-style-type: none"> ▪ Probability ▪ Indices and standard form
	Entry Level		
<ul style="list-style-type: none"> ▪ Component 8 ▪ Statistics ▪ Component 4 ▪ Money 	<ul style="list-style-type: none"> ▪ Component 5 ▪ The Calendar and Time ▪ Component 6 ▪ Measures 	<ul style="list-style-type: none"> ▪ Component 7 ▪ Geometry 	
BSL	In KS4 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Pre-Level 1/Introduction to BSL		
	<p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation 	<p>Weather</p> <ul style="list-style-type: none"> ▪ Expanding vocabulary for weather terms 	<p>Transport</p> <ul style="list-style-type: none"> ▪ Different modes of transport. ▪ Asking for directions
	<p>Using numbers and alphabet</p> <ul style="list-style-type: none"> ▪ Shopping ▪ Phone numbers ▪ Communicating 	<p>Relevant personal information</p> <ul style="list-style-type: none"> ▪ Name, age, address ▪ Family details brothers, sisters 	<p>Strategies for clarification</p> <ul style="list-style-type: none"> ▪ Repetition ▪ Changing questions structure
	Level 3		
	Covers 6 different topics: home life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
<p>Use receptive and productive skills to engage in varied social interaction.</p> <ul style="list-style-type: none"> ▪ Opinion and beliefs ▪ Instruction and advice ▪ Adapt own language appropriately (Formal and informal) 	<p>Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</p> <ul style="list-style-type: none"> ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Negation and affirmation 	<p>Understand sustained signed communication containing varied language</p> <ul style="list-style-type: none"> ▪ Recognise and distinguish facts, opinions, beliefs and feelings. ▪ Deaf studies 	

<p>Speech & Language Therapy (SaLT)</p>	<p>Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.</p>		
	<p>Autumn Term 1 Themes: Critical Thinking and Problem Solving Principles</p> <ul style="list-style-type: none"> ▪ To analyse, discuss and problem solve individually and in a small group. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks Levels 3 and 4 ▪ Thinking beyond the concrete ▪ Inferring thoughts, feelings and actions ▪ Deducing and explaining ▪ Answering 'Why' in terms of others perception <p>Communication Skills Team working skills</p> <ul style="list-style-type: none"> ▪ Re-tell, Explain, Reason ▪ Take on board others ideas ▪ Use reason and come to conclusions <p>Autumn Term 2 Themes: Presentations Principles</p> <ul style="list-style-type: none"> ▪ To create a presentation to present to the class group <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Analysis and evaluation of other examples of presentations ▪ Discussions and identification of key features ▪ Research and development of own presentation ▪ Presentation given to class <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Social confidence to present to others ▪ Ability to follow script and present clearly ▪ Spoken English presentations to be used for Functional English course 	<p>Spring Term 1 Theme: Autobiographical Memories Principles</p> <ul style="list-style-type: none"> ▪ To store memories of life events and learning which includes impact, consequence, feelings and thoughts rather than just facts based memories. <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Blanks level 3 and 4 ▪ Telling a story ▪ Asking questions ▪ Adding comments ▪ Expanding vocabulary <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Confidence to communicate in front of a small group ▪ Asking and answering questions within a group ▪ Mental time travel to retell and learn from experiences ▪ Elaborating on language, adding to and renegotiating the story <p>Spring Term 2 Theme: Revision Strategies Principles</p> <ul style="list-style-type: none"> ▪ To develop memory skills further ▪ To identify and practise revision strategies ▪ To identify revision strategies for self. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Consolidate and develop memory skills ▪ Use revision strategies <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Discuss and evaluate different strategies ▪ Make choice and apply to self ▪ Predict benefit and practise 	<p>Summer Term 1 Theme: Revision Strategies and Support Principles</p> <ul style="list-style-type: none"> • To practically develop the use of revision strategies and to apply these individually as students prepare for exams

Science	<p>At GCSE - Students follow the OCR Chemistry Gateway GCSE Specification. This consists of:</p> <ul style="list-style-type: none"> 7 units aimed at developing students' broad scientific knowledge as well as their conceptual understanding of a range of topics within chemistry itself. They develop practical and problem-solving skills and an ability to evaluate claims based on science through critical analysis. Examination is through 2 terminal papers in June of year 11 <p>At Entry Level - Students follow the OCR Entry Level Science Specification. This consists of:</p> <ul style="list-style-type: none"> A maximum of 36 topics, each assessed by an end of topic test set externally, marked internally (End of item tests) A minimum of one practical investigation incorporating identified aspects of working scientifically (Practical Task) A range of practical science activities, normally delivered within the topic teaching, assessed and recorded for skill assessment (can-do tasks) <p>Topics are delivered in different sequences with different groups to ensure that resources are available to each class as required.</p>		
	GCSE		
	Topic C4: Predicting and identifying reactions and products Topic C5: Monitoring and controlling chemical reactions	Practice exams Topic C6: Global challenges Topic C7: Practical skills	Revision and preparation for exams
	Entry Level		
Practical investigation ELP7 Our electricity supply ELP8 Attractive forces ELP9 Pushes and pulls ELP10 Driving along ELP11 Fly me to the moon ELP12 Final frontiers	ELC7 Let's get together ELC8 Heavy metal ELC9 Fuels ELC10 Are you overreacting? ELC11 How fast? How slow? ELC12 CSI plus	ELB7 You can only have one life – look after it ELB8 Body wars ELB9 Creepy crawlies ELB10 Extinction ELB11 My genes ELB12 Food factory	
Computing	Students are following the WJEC Entry Level Pathways which will enable them to achieve an ICT Users Award or ICT Users Certificate (dependent on how many units are completed) at either Entry Level 1, Entry Level 2, Entry Level 3 or Level 1		
	<ul style="list-style-type: none"> Improving Productivity Using IT Unit Word Processing Software Unit 	<ul style="list-style-type: none"> Desktop Publishing Software Unit Using Email Unit 	<ul style="list-style-type: none"> Students will be using this time to ensure that any missing elements of work are rectified.
Geography	<p>In GCSE - Geography students complete 3 components which are divided in to 2 or 3 sections: Living in the UK today: 3 sections - Landscapes of the UK, people of the UK and UK Environmental challenges The World around us; 3 sections - Ecosystems of the planet, People of the Planet and Environmental Threats to our planet. Geographical Skills: 2 sections – geographical skills and fieldwork skills. Students complete human and physical fieldwork. Each component has an exam at the end of year 2.</p>		
	<ul style="list-style-type: none"> Landscapes of the UK UK Environmental Challenges 	<ul style="list-style-type: none"> People of the UK Environmental Threats to our planet 	<ul style="list-style-type: none"> Environmental Threats to our planet Revision of all units

Humanities	<p>In Humanities Entry Pathways students complete a variety of units linked to geography, history and RE. Units are worth credits and the aim is to complete 13 credits to achieve an Entry Level certificate. Students will work at Entry level 2 or Entry Level 3. All work is coursework based which is sent off to examiners to be verified at the start of May in year 2.</p>		
	<p>Threatened Ecosystems</p> <ul style="list-style-type: none"> ▪ LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered. ▪ LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale. ▪ LO3 Know how threatened ecosystems can be protected at both national and global scales. 	<p>Important ceremonies in life and death</p> <ul style="list-style-type: none"> ▪ LO1 Know how religious ceremonies are performed. ▪ LO2 Understand why religious ceremonies are practised and the religious significance of the features involved. ▪ LO3 Understand the importance of religious ceremonies to believers and non-believers 	<p>Completion of all subject units, ready to collate and submit requested work by the exam board in the first week of May.</p>
Art & Design	<p>At GCSE it is designed to encourage learners to develop knowledge, skills and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style. In Art, Craft and Design, learners must work in two or more titles from the following; fine art: drawing, painting, printmaking or sculpture, graphic communication: illustration, packaging or advertising, textile design: printed and digital textiles, stitched and/or embellished textiles, three dimensional design: ceramics, product design or jewellery.</p> <p>In OCR's Entry Level Certificate in Art and Design provides learners with creative, exciting and practical opportunities to develop their artistic skills through their individual exploration of art, craft and design. It enables learners to develop creativity, imagination, communication and practical skills, and to express ideas, feelings and meanings through art, craft and design.</p>		
	GCSE		
	<p>Component 01: Portfolio</p> <p>This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s). Learners must show they have:</p> <ul style="list-style-type: none"> ▪ Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point. ▪ Produced material informed by context that is relevant to the development of their ideas ▪ Refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen title and area of study ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions 	<p>Component 02: Externally set task</p> <p>For this component, an early release paper will be despatched to centres and will be available from 2 January.</p> <p>This paper will give learners a choice of five themes, each with a choice of visual starting points. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s) within a 10-hours supervised time period.</p>	<p>How to develop an art portfolio?</p> <ul style="list-style-type: none"> ▪ To refine and adapt own portfolio and externally set task for the external moderation's visit

	Entry Level		
	<p>Component 01: Portfolio</p> <p>This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s). Learners must show they have:</p> <ul style="list-style-type: none"> ▪ Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point. ▪ Produced material informed by context that is relevant to the development of their ideas ▪ Refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen title and area of study ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions 	<p>Component 02: Externally set task</p> <p>For this component, an early release paper will be despatched to centres and will be available from 2 January.</p> <p>This paper will give learners a choice of twenty five themes, each with a choice of visual starting points. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s) within a 10-hours supervised time period.</p>	<p>How to develop an art portfolio?</p> <p>To refine and adapt own portfolio and externally set task for the external moderation's visit</p>
Food Technology	<p>At GCSE level, pupils will be complete AQA Food Preparation and Nutrition. There are five preparation skills that the students will cover, these are: food, nutrition and health, food science, food safety, food choice and food provenance. At the end of the two year course, pupils complete a written exam which totals 50% of the GCSE mark. The other 50% is attained through completion of two coursework projects, one being a food investigation, whereby pupils will show an understanding of the working characteristics, functional and chemical properties of ingredients. The second coursework involves the assessment of food preparation, whereby pupils' knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of time, normally a maximum of three hours.</p> <p>At Entry Level 3 WJEC Food Preparation, Cooking and Serving, pupils will be able to plan, make and serve dishes independently, showing confidence and independence in: culinary skills, weighing and measuring, safety, hygiene and be able showcase a wide selection of dishes of consistent quality.</p>		
	GCSE		
	<p>Pupils will complete a mock practice task of food investigation.</p> <p>Pupils will complete their food investigation coursework, set by the AQA Board.</p>	<p>Pupils will complete their second piece of assessed coursework.</p> <p>Pupils will prepare, cook and present their final three dishes in practical exam conditions.</p>	<p>Revision, recap of the topics outlined above.</p> <p>Past exam practice papers, in preparation for the written external exam.</p>

	Entry Level		
	<p>Safety and hygiene in the kitchen. Pupils will learn a variety of culinary skills for the preparation of dishes. Pupils will be able to weigh and measure liquids/dry foods accurately and independently.</p>	<p>Pupils will be able to identify and select correct equipment for the dish they are making. Pupils will be able to use a variety of equipment safely and independently e.g. oven, grill, hob and sharp knives.</p>	<p>Pupils will be able to cook and serve a selection of dishes of consistent quality e.g. main dishes, desserts, party foods and snacks.</p>
Healthy Living & Fitness	<p>Entry Pathways Healthy Living and Fitness qualification provides learners with the opportunity to participate in a variety of sporting and health and fitness activities.. Learners will develop an understanding of factors which contribute to their own and others healthy living and fitness</p>		
	Entry Level 3 Certificate		
	<p>Food and Health The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.</p>	<p>Making the most of leisure time This unit aims to introduce learners working at Entry 2 to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.</p>	
Physical Education (PE)	<p>The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.</p>		
	<p>Golf To be a confident and competent in understanding the best stance and swing to be able to place the ball a varying distance and heights Basketball Small sided games focusing on skills such as passing, catching, dribbling, footwork and shooting. To be able to understand the rules and conventions of the game Entry Level Assessed Fitness Centre To develop understanding and independence in using a variety of gym equipment. Entry Level Assessed</p>	<p>Trampolining To work through the British Gymnastics trampoline award scheme developing individual skills and combined skills Entry Level Assessed Badminton To recognise and be able to use a variety of shots using forehand, backhand or both. To be able to outwit an opponent in a game of singles or doubles. To be able to understand the rules and conventions of the game Indoor climbing Wall To be able to climb and abseil with confidence on a variety of different levels climbing routes</p>	<p>Cycling and BMX To show competent use of brakes, gears, balance and manoeuvring around a familiar terrain, either using a 2 or 3 wheel bike. When using a BMX understand the differences between cycling and adapt to using a different bike and riding on a different terrain Athletics Developing skills in a collection of sporting events across a number of disciplines, including running, jumping and throwing event Entry Level Assessed Rounders A striking and fielding team game that develops skills in batting, fielding, bowling, throwing, catching and outwitting the opposing team. To be able to understand the rules and conventions of the game</p>

Citizenship	<p>Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.</p>		
	<p>Deaf Awareness</p> <ul style="list-style-type: none"> ▪ The World Federation of the Deaf ▪ International Week of the Deaf ▪ British Deaf Association <p>Common Wealth</p> <ul style="list-style-type: none"> ▪ What is the Commonwealth? <p>Remembrance Day</p> <ul style="list-style-type: none"> ▪ What is Remembrance Day? <p>Homelessness</p> <ul style="list-style-type: none"> ▪ What is homelessness? ▪ How can you support homeless people in Derby or your local area? <p>Human Rights</p> <ul style="list-style-type: none"> ▪ What are basic human rights? ▪ International Law 	<p>Elections</p> <ul style="list-style-type: none"> ▪ Electoral systems in the UK ▪ Electoral systems outside the UK ▪ The role of an MP ▪ Visit from an MP <p>Charity Event Planning</p> <ul style="list-style-type: none"> ▪ Plan a charity event for the school ▪ Understand why money is being raised ▪ Communicate effectively with staff, pupils and parents 	<p>Elections</p> <ul style="list-style-type: none"> ▪ Current elections/voting ▪ School election – vote for themed lunch <p>Finances</p> <ul style="list-style-type: none"> ▪ Income, expenditure, credit and debt? ▪ Insurance, savings and pensions <p>Leavers Planning and Memories</p> <ul style="list-style-type: none"> ▪ Prepare for work experience ▪ Prepare information for the leavers video ▪ Film and edit the leavers video
Careers Education Information & Guidance	<p>Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.</p>		
	<p>START Profile</p> <ul style="list-style-type: none"> ▪ Introduction to the START profile system ▪ Create personal profiles ▪ Application processes, including writing CVs, personal statements and interview technique <p>Exploring future pathways</p> <ul style="list-style-type: none"> ▪ Meet with the external careers advisor ▪ Create an action plan ▪ Support to look at future pathways ▪ College visits ▪ Post 16 open evening to look at provision and options 	<p>Next steps</p> <ul style="list-style-type: none"> ▪ How to use feedback constructively when planning for the future ▪ Setting and achieving SMART targets ▪ Effective revision techniques and strategies ▪ Application processes, including writing CVs, personal statements and interview technique ▪ How to manage work/life balance 	<p>Next steps</p> <ul style="list-style-type: none"> ▪ Rights, responsibilities and challenges in relation to working part time whilst studying ▪ Maximise employability, including managing online presence and taking opportunities to broaden experience <p>Work Experience</p> <ul style="list-style-type: none"> ▪ Opportunity to attend a work experience placement either in Derby or the local home area

PSHE			
PSHE	PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.		
	<ul style="list-style-type: none"> ▪ How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) ▪ Emergency first aid skills ▪ How to assess emergency and non-emergency situations and contact appropriate services ▪ The links between lifestyle and some cancers ▪ The importance of screening and how to perform self examination ▪ Vaccinations and immunisations 	<ul style="list-style-type: none"> ▪ Registering with and accessing doctors, sexual health clinics, opticians and other health services ▪ How to manage influences and risks relating to cosmetic and aesthetic body alterations ▪ Blood, organ and stem cell donation 	<ul style="list-style-type: none"> ▪ Different types of families and changing family structures ▪ How to evaluate readiness for parenthood and positive parenting qualities ▪ Fertility, how it varies and changes ▪ Pregnancy, birth and miscarriage ▪ Unplanned pregnancy options, abortion ▪ Adoption and fostering ▪ How to manage change, loss, grief and bereavement ▪ 'Honour based' violence and forced marriage and how to safely access support
Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.			
Wellbeing	Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.		
	Building for the future <ul style="list-style-type: none"> ▪ How to manage the judgement of others and challenge stereotyping ▪ How to balance ambition and unrealistic expectations ▪ How to develop self-efficacy, including motivation, perseverance and resilience ▪ How to maintain a healthy self-concept ▪ About the nature, causes and effects of stress ▪ Stress management strategies, including maintaining healthy sleep habits ▪ About positive and safe ways to create content online and opportunities this offers ▪ How to balance time online ▪ World Mental Health Day (10/10/23) ▪ Anti-Bullying Week (13/11/23 – 17/11/23) ▪ Audiology 	Communication in relationships <ul style="list-style-type: none"> ▪ About core values and emotions ▪ About gender identity, gender expression and sexual orientation ▪ How to communicate assertively ▪ How to communicate wants and needs ▪ How to handle unwanted attention, including online ▪ How to challenge harassment and stalking, including online ▪ About various forms of relationship abuse ▪ About unhealthy, exploitative and abusive relationships ▪ How to access support in abusive relationships and how to overcome challenges in seeking support ▪ Safer Internet Day (06/02/24) ▪ World Health Day (07/04/24) 	<ul style="list-style-type: none"> ▪ Exam Stress Management ▪ What is vaping? ▪ Homeless support in Derby or in your home area Transition <ul style="list-style-type: none"> ▪ How to manage the challenges of moving to a new college/the P16 base ▪ National Mental Health Awareness Week (10/05/2024 – 16/05/23) ▪ Pride Month (June 2024)

**Duke of
Edinburgh Award**

All pupils will have the opportunity to participate in the Bronze Duke of Edinburgh Award.

The Bronze Award has four main parts

- Volunteering section
- Skills section
- Physical activity section
- Expedition which includes camping, cooking outside and travelling by foot/cycle/canoe in the countryside for two days and one night.
- Full training ensures that you will be safe and confident