



Year 10 Curriculum Overview

2025-2026

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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 1: Q1 & 2</p> <p>Literature focus Modern Text: <i>An Inspector Calls</i> – J.B. Priestley 19th Century Text: <i>The Sign of Four</i> – Conan Doyle</p> <ul style="list-style-type: none"> ▪ Practice retrieval and inference skills in response to texts ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor 	<p>Language focus Paper 1: Q3 & 5</p> <p>Literature focus Poetry Anthology: Power and Conflict</p> <ul style="list-style-type: none"> ▪ Fiction writing using poetry for inspiration ▪ Analysis of structure in poetry and fiction extracts ▪ Continue to develop language analysis skills through poetry annotation 	<p>Language focus Paper 1: Q4 & 5</p> <p>Mock Exam Paper 1: Q 1 – 5</p> <p>Literature focus Comparing Poems: Power and Conflict and Unseen Poetry Mock Exam: Paper 2: Modern Text, Poetry Anthology, Unseen Poetry</p> <ul style="list-style-type: none"> ▪ Evaluate effect of poetry – which poem is more effective and why? ▪ Fiction writing using poetry for inspiration ▪ Evaluate effect of own creative writing
	Entry Level		
<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Hunger Games</i> (Suzanne Collins) ▪ <i>Noughts and Crosses</i> (Malorine Blackman ad. Dominic Cooke) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Writing to describe ▪ Writing to inform 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Hunger Games</i> (Suzanne Collins) ▪ <i>Noughts and Crosses</i> (Malorine Blackman ad. Dominic Cooke) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Newspaper report ▪ Letter writing ▪ Describing pictures 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ Zoo (Fiction) ▪ Animals Around the Word (Non-Fiction) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative narrative about a chosen animal. ▪ Create a fact file about an animal. 	

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.</p> <p>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 and achieve the results they deserve.</p>		
	GCSE Foundation		
	<ul style="list-style-type: none"> ▪ Sequences ▪ Algebraic notation and substitution ▪ Expressions and equations 	<ul style="list-style-type: none"> ▪ Place value, ordering and rounding ▪ Four operations ▪ Averages and range 	<ul style="list-style-type: none"> ▪ Rounding ▪ Graphing data ▪ Fractions, decimals and percentages
	Entry level 2		
	<ul style="list-style-type: none"> ▪ Multiplication and division ▪ Length and height ▪ Mass, capacity and temperature 	<ul style="list-style-type: none"> ▪ Fractions ▪ Time ▪ Statistics 	<ul style="list-style-type: none"> ▪ Position and direction ▪ Place value ▪ Addition and subtraction
	Entry level 1		
<ul style="list-style-type: none"> ▪ Shape ▪ Money 	<ul style="list-style-type: none"> ▪ Multiplication and division ▪ Length and height 	<ul style="list-style-type: none"> ▪ Mass, capacity and temperature ▪ Fractions 	

BSL	In KS4 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.
	Level 1

	<ul style="list-style-type: none"> ▪ Describing people ▪ Personal deaf identity ▪ Animals (pets) ▪ Interests and hobbies ▪ Deaf clubs <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills 	<ul style="list-style-type: none"> ▪ Food and drinks ▪ Daily lives and routine ▪ Strategies for communicating with hearing people ▪ 102 assessment <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills 	<ul style="list-style-type: none"> ▪ Describing weather ▪ Travel and transports ▪ 103 assessment ▪ Deaf inspirations <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, Fingerspell, eye gaze and turn taking skills
	Level 2		
	<ul style="list-style-type: none"> ▪ Travel/transports ▪ Describing people (Holiday) ▪ Building (Holiday) ▪ Receptive and productive skills <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, Hand shapes fingerspell, Role Shift skills. ▪ 	<ul style="list-style-type: none"> ▪ Weather (Holiday) ▪ Language awareness ▪ Activities (Holiday) ▪ Shopping and eating out (eating and drinking) ▪ Placement ▪ 202 assessment <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, Signing Space, pace and flow ▪ 	<ul style="list-style-type: none"> ▪ Cooking at home (Eating and drinking) ▪ Daily routine (Eating and drinking) ▪ Conversation skills ▪ 203 Assessment ▪ 201 Receptive assessment ▪ Deaf inspirations ▪ <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF Turn-taking, Eye gaze, maintaining a conversation ▪ questions and answers
	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>Using linguistics skills including:</p> <ul style="list-style-type: none"> ▪ Directional verbs ▪ Negation/affirmation ▪ Regional signs ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Practice receptive skills including Deaflympics, social and recreational, hearing impaired, education. 	<p>Presentation skills prep-</p> <ul style="list-style-type: none"> ▪ Topics and vocabulary for: ▪ Home-life ▪ Social & Recreational activities ▪ Education 	<p>Conversation skills prep- Topics and vocabulary for:</p> <ul style="list-style-type: none"> ▪ Employment ▪ Consumer ▪ Deaf History and culture 	

Speech & Language Therapy (SaLT)	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.		
	<u>Autumn Term 1</u>	<u>Spring Term 1</u>	<u>Summer Term 1</u>
	<ul style="list-style-type: none"> <u>Language for Thinking: Critical Thinking and Problem Solving (Guttering)</u> 	<ul style="list-style-type: none"> <u>Narrative: Autobiographical Narrative</u> 	<ul style="list-style-type: none"> <u>Vocabulary: Figurative Language</u>
Language for Thinking Blanks 1-4	<ul style="list-style-type: none"> Why, how do you know, justifying, predicting, inferring, giving opinions. Summarising, reflecting, evaluating. Problem solving. 	Describe a photo of themselves doing something.	<ul style="list-style-type: none"> Blanks 3 describing, Blanks 4 explaining its meaning
Social Communication	<ul style="list-style-type: none"> Team negotiating skills Leading a group, participating in group 	<ul style="list-style-type: none"> Listening to peer contributions. Asking peers questions 	<ul style="list-style-type: none"> Thinking about when and how to use. Formal and informal language.
Stories and Personal Narratives	Summarise strategies and pit falls discovered last week. Elaborate on this account with success suggestions.	<ul style="list-style-type: none"> Retell the story, including feelings and outcome Retell story with elaborated ideas from questions / comments asked during first retell 	Telling a real life story linked with figurative language
Vocabulary Spoken/Written	Long, short, fast, slow, balanced, tip, drop, careful, focused,	Linked with topic of photo and recount	When words don't mean what they say
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> Recording instructions to redo activity Providing opportunities to others to communicate. 	Written English use to add elaborated comments to main story. Visuals and maintenance	Phrases for metaphors / similies
Speech Spoken/Written	<ul style="list-style-type: none"> BSL or Speech depending upon student. Ability to modality switch. Comfortable communication in group between peers	Practice speaking in front of others when telling a story, becomes a mini presentation	<ul style="list-style-type: none"> Figurative language is used more in written English. Identifying figurative language in literature samples
	<u>Autumn Term 2</u>	<u>Spring Term 2</u>	<u>Summer Term 2</u>
	<ul style="list-style-type: none"> <u>Social Communication: SmiLE (Work Experience Module)</u> 	<ul style="list-style-type: none"> <u>Critical Thinking: Conundrums</u> 	<ul style="list-style-type: none"> <u>Revision and Memory Strategies:</u>
Language for Thinking Blanks 1-4	<ul style="list-style-type: none"> Think, plan, prepare prior to experience Identify questions you need to ask e.g. dress code. Executive functioning. List of what to do week, 1 day, night before I need to ask to obtain this information. Predict options 	<ul style="list-style-type: none"> Problem solving, Reasoning, forming arguments Giving and opinion Making decisions 	<ul style="list-style-type: none"> Memory strategies Predicting future to support retaining information.

Social Communication	<ul style="list-style-type: none"> • Arriving at work experience • Introductions • Strategies to use when speaking to people with no BSL. Responding to others and empowering the interaction.	<ul style="list-style-type: none"> • Discuss in groups • Debating Listening to others' ideas	<ul style="list-style-type: none"> • Peer group interactions Turn taking games
Stories and Personal Narratives	Discuss experience at work.	Retaining the conundrum and retelling it including opinions from self and others	Stories which contain prescribed words which need to be remembered.
Vocabulary Spoken/Written	Topic vocabulary	Topic Vocabulary	<ul style="list-style-type: none"> • Nouns as part of memory sequences How to group language into categories to retain in blocks
Sentence Construction Spoken/Written	Writing script of predicted interactions.	<ul style="list-style-type: none"> • Writing my opinion and comparing it with others. Lists of pros and cons etc.	Writing down a sentence including correct word order and grammatical features.
Speech Spoken/Written	<ul style="list-style-type: none"> • Spoken English in context used with people who don't know BSL. Strategies to communicate with none BSL users. E.g. written, pictures, gesture	<ul style="list-style-type: none"> • Spoken and written summaries of the discussion. Debate with peers giving opinions and making choices	Using spoken English as part of recall strategies

Science	<p>At GCSE Students follow the Edexcel iGCSE Single Science Specification. This consists of:</p> <ul style="list-style-type: none"> ▪ 5 Biology units, 4 Chemistry units and 8 Physics units, taught in parallel, one lesson on each subject area per week. ▪ This is examined through 3 papers in 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) Topics are delivered in different sequences with different groups to ensure that resources are available to each class as required.		
	GCSE		
	<p>Biology</p> <ul style="list-style-type: none"> ▪ The nature and variety of living organisms ▪ Structure and function in living organisms ▪ Reproduction and inheritance 	<p>Chemistry</p> <ul style="list-style-type: none"> ▪ Principles of chemistry ▪ Inorganic chemistry 	<p>Physics</p> <ul style="list-style-type: none"> ▪ Forces and motion ▪ Electricity ▪ Waves ▪ Energy resources and energy transfers

	Entry Level		
	<ul style="list-style-type: none"> ▪ ELB1 Dead or alive (cells) ▪ ELB2 Babies (reproduction) ▪ ELB3 Control systems ▪ ELB4 Fooling your senses ▪ ELB5 Gasping for breath ▪ ELB6 Casualty 	<ul style="list-style-type: none"> ▪ ELC1 Physical or chemical change ▪ ELC2 Acids and alkalis ▪ ELC3 Everything in its place ▪ ELC4 Clean air and water ▪ ELC5 Novel materials ▪ ELC6 Sorting out 	<ul style="list-style-type: none"> ▪ ELP1 Getting the message ▪ ELP2 Full spectrum ▪ ELP3 Medical rays ▪ ELP4 Hot stuff ▪ ELP5 Alternative energy ▪ ELP6 Nuclear power
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 or Entry Level 3.		
	Entry Level		
	Units followed will be: <ul style="list-style-type: none"> ▪ ICT User Fundamentals ▪ Databases 	Units followed will be: <ul style="list-style-type: none"> ▪ Spreadsheets ▪ Desktop Publishing 	Units followed will be: <ul style="list-style-type: none"> ▪ Using Email ▪ Presentation Software
Geography	<p>In GCSE Geography students complete 3 components which are divided in to 2 or 3 sections:</p> <p>Living in the UK today: 3 sections - Landscapes of the UK, people of the UK and UK Environmental challenges</p> <p>The World around us; 3 sections - Ecosystems of the planet, People of the Planet and Environmental Threats to our planet.</p> <p>Geographical Skills: 2 sections – geographical skills and fieldwork skills. Students complete human and physical fieldwork.</p> <p>Each component has an exam at the end of year 2.</p>		

	<ul style="list-style-type: none"> ▪ People of the Planet ▪ Ecosystems of the Planet 	<ul style="list-style-type: none"> ▪ Ecosystems of the Planet ▪ Landscapes of the UK 	<ul style="list-style-type: none"> ▪ Landscapes of the UK ▪ Geographical skills and human and physical fieldwork data collection
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.</p> <p>All work is coursework based which is sent off to examiners to be verified at the start of May in year 2.</p>		
	<p>People and Protest</p> <ul style="list-style-type: none"> ▪ Learn about different reasons that people protest. ▪ Learn about the American civil Rights movement, and life under segregation in the Southern States of the USA. ▪ Learn about the protest methods of key American figures such as Martin Luther King, Malcolm X and Rosa Parks. ▪ AC1.1 Give general reasons why people decide to protest ▪ AC1.2 Give reasons why specific groups decided to protest. ▪ AC2.1 Outline methods used by groups to protest. ▪ AC2.2 Give reasons why protest groups used certain methods. ▪ AC3.1 Indicate whether the protests studied improved people’s lives. ▪ AC3.2 Give reasons why the protests studied were successful or not successful. 	<p>RE: Places of Worship</p> <ul style="list-style-type: none"> ▪ LO1: Know what religious features are found in a place of worship. ▪ AC1.1 Identify (L2)/outline (L3) features found in TWO place of worship which are used in worship. ▪ AC1.2 State where certain features are situated in the place of worship. ▪ LO2: Understand why religious features used in a place of worship are important. ▪ AC2.1 Select (L2)/give (L3) reasons why certain religious features are used in worship. ▪ AC2.2 Select (L2)/give (L3) reasons why the buildings used as places of worship are important to believers. ▪ LO3: Understand what is considered appropriate behaviour in a place of worship. ▪ AC3.1 Identify appropriate behaviour in each place of worship. ▪ AC3.2 Select reasons why certain behaviour is expected in these places of worship. ▪ Explore key features are found in a place of worship. ▪ Learn where the key features are situated in the place of worship. 	<p>History: A Non-British Society in the Past</p> <ul style="list-style-type: none"> ▪ Learn about the Soviet Union ▪ Learn about the lives of ordinary people and key individuals living in Cold War Soviet Union. ▪ Learn about common similarities and differences between life today in the UK and life during the Cold War in Russia. ▪ AC1.1 Outline features and characteristics of a particular non-British society in the past. ▪ AC1.2 Outline the importance of certain people in a particular non-British society in the past. ▪ AC2.1 Identify similarities between a particular non-British society in the past and their own times. ▪ AC2.2 Outline how people’s lives in a particular non-British society in the past were different from life today. ▪ AC3.1 Categorise different types of historical sources from a particular non-British society in the past. ▪ AC3.2 Use historical sources to make observations about a particular non-British society in the past.

		<ul style="list-style-type: none"> ▪ Answer why certain religious features are used in worship. ▪ Give reasons why certain religious features are important to believers. ▪ Explore the appropriate behaviour in a place of worship. ▪ Learn the reasons why certain behaviour is expected in a place of worship. 	
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>Formal elements of art</p> <ul style="list-style-type: none"> ▪ Learn about the formal elements of art which are line, shape, form, tone, texture, pattern, colour and composition. ▪ Use formal elements of art to make a series of different art works <p>Identity</p> <ul style="list-style-type: none"> ▪ Complete a series of different observational studies of self in different drawing materials and traditional and machine techniques ▪ To create a large piece of work of self. 	<p>Component 01: Portfolio</p> <p>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 01: Portfolio</p> <p>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
Entry Level			

	<p>Formal elements of art</p> <ul style="list-style-type: none"> ▪ Learn about the formal elements of art which are line, shape, form, tone, texture, pattern, colour and composition. ▪ Use formal elements of art to make a series of different art work <p>Identity</p> <ul style="list-style-type: none"> ▪ Complete a series of different observational studies of self in different drawing materials and traditional and machine techniques ▪ To create a large piece of work of self 	<p>Component 01: Portfolio</p> <p>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 their focus study ▪ Refined work by exploring ideas, selecting and experimenting with media ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions 	<p>Component 01: Portfolio</p> <p>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 relevant to the development of their ideas ▪ Refined work by exploring ideas, selecting and experimenting with media ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions
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Food Technology	<p>At Entry Level 3 WJEC Food, pupils will complete teacher assessed modules which will include: identifying the current nutritional guidelines outlined by the government, the functions of nutrients and their main sources. Finally, to be able to plan, prepare healthy meals using a variety of cooking methods.</p>		
	Entry Level		
	<p>Current Nutritional Guidelines</p> <ul style="list-style-type: none"> ▪ To be able to outline the Government's Nutritional Guidelines and to be able to show understanding of the importance and implications on health. ▪ To be able to plan and make healthy dishes using the healthy eating guidelines. 	<p>Nutritional Knowledge</p> <ul style="list-style-type: none"> ▪ To be able to identify the main nutrients needed by the body, their functions and their main sources of food/drink. ▪ To be able to plan and make dishes, with nutritional awareness. 	<p>Plan and make dishes using healthy and alternative foods and cooking methods.</p> <ul style="list-style-type: none"> ▪ Modify/adapt recipes by: using knowledge about nutritional content of food/healthy eating guidelines, using suitable alternatives, incorporating other ingredients and selecting healthier cooking methods.

Design & Technology	<p>During Y10 pupils will prepare for their GCSE or Entry level course in D&T. To do this they will complete a variety of projects to broaden their capabilities further, by working with different materials and equipment such as casting and turning apparatus. Pupils will begin working towards the GCSE theory exam by learning about all the key aspects of materials, sustainability and design principles. They will also complete a streamlined version of the Y11 design portfolio as practise. This will allow pupils to understand the process and expectations of the non-exam assessment. Finally, in June, pupils will begin their Y11 coursework for real.</p>	
	<p>From September to Easter in Y10 pupils will make a variety of projects from the options below:</p>	
	<p>Award trophy – design and model a trophy concept for a chosen activity using wire, Modroc and other modelling materials Cam toy – design and manufacture a powered toy which changes and transfers rotary to reciprocating or oscillating motion Breeze block carving – design and carve a gargoyle type head from soft breeze block Ergonomic Hammer – turn a pin hammer from steel and hardwood using the lathes Drink aftershave bottle – improve their 3D drawing skills, then design and turn a drink or aftershave bottle from hardwood and foam Pewter logo – design and manufacture a logo for yourself using inspiration and cast it using pewter metal Pinball machine – manufacture a working pinball game using timber and electronics, program the game to react to inputs and control outputs Practise portfolio – design and model a new concept for improving access to working at home by following the iterative design process</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>	
	<p>Entry Level 3 Certificate</p>	
	<p>Frequent and Regular exercise The aim of this unit is to enable learners to engage in a variety of physical fitness activities which have a direct affect on their health, fitness and well-being.</p>	<p>Individual or Partner exercise This unit aims to enable learners develop a range of physical skills required to play an individual or partner activity.</p>
Certificate in Sport Level 1	<p>NCFE Certificate in Sport qualification provides learners with a foundational understanding of the sports and active leisure sector, key practical skills in areas like personal fitness and assisting at sports events, and the opportunity to experience theoretical and practical learning within a supportive environment. It helps learners develop practical and technical skills, adopt healthier lifestyles</p>	
	<p>Level 1</p>	

	<p>Personal Exercise and Fitness The aim of the unit is to understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded. Learners will actively participate in exercise and fitness activities to improve their fitness levels</p>	<p>Effect of exercise on human body systems The aim of the unit is to understand the structure and function of the skeletal, muscular, respiratory and cardiovascular systems, and the effects of exercise on these systems</p>	<p>Taking part in sport In this unit, learners will participate in sport. They'll develop an understanding of why people participate in sport and the skills and techniques required for a range of team and individual sports. Learners will actively participate in sports activities, and they'll also have the opportunity to review their participation over time, identifying areas for improvement</p>
<p>Physical Education (PE)</p>	<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>Basketball Apply and embed knowledge and understanding in the essentials skills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding (Entry Level Assessed)</p> <p>Fitness Centre Apply and embed knowledge and understanding in the essential skills – cardiovascular/respiratory endurance, stamina, strength, flexibility, coordination and agility. To apply safe practice when using various gym equipment and follow and complete a fitness programme. (Entry Level Assessed)</p>	<p>Trampolining Apply and embed knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings (Entry Level Assessed)</p> <p>Badminton Consolidate and apply knowledge and understanding in the essentials skills grip, stance serve, footwork and shots (clear, drop, smash and net)</p> <p>Golf Develop, refine and consolidate knowledge and understanding in the essentials skills – .pre swing fundamentals – grip, aim and setup, club face control, swing – strike, width in golf swing and pivot.</p>	<p>BMX Develop, refine and consolidate knowledge and understanding in the essentials skills – riding out of the seat, braking, shifting of weight, balance, body posture and cornering.</p> <p>Cycling Continue to develop and refine knowledge, understanding and confidence in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering</p> <p>Athletics Apply and embed knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance) (Entry Level Assessed)</p> <p>Rounders Apply and embed knowledge and understanding in the essential skills –batting, throwing, catching, bowling and running</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>What are the strengths and weaknesses of the legal system?</p> <ul style="list-style-type: none"> ▪ How are laws made? ▪ Who enforces the law? ▪ What is the difference between criminal and civil law? ▪ What is the purpose of punishment? ▪ What are the types of punishment? ▪ Does law in the UK need updating? ▪ A visit to a mock courtroom 	<p>What are the strengths and weaknesses of the UK democratic system?</p> <ul style="list-style-type: none"> ▪ What is democracy? ▪ Is direct democracy better? ▪ Are elections truly fair? ▪ Why is media freedom necessary in a democracy? ▪ How can we improve democracy in the UK? ▪ Deliberative Debate: What are the strengths and weaknesses of democracy in the UK? <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>How does the economy work?</p> <ul style="list-style-type: none"> ▪ Understanding the economy: Is Government Action led by the UK Economy? ▪ Understanding taxation and government spending. Can taxes be avoided? ▪ Understanding local authority spending. What are the financial challenges facing local authorities? ▪ Understanding the debate over privatisation: Should public services be privatised? ▪ Understanding risk management. How well have the UK government managed risk? ▪ What role can citizens play in the future of the UK economy? <p>Whole School Enterprise Project</p> <ul style="list-style-type: none"> ▪ Organise a stall for Open Day ▪ Work within a theme and budget ▪ Create advertising materials ▪ Communicate with others ▪ Develop an understanding of buying and selling
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>Interview Techniques</p> <p>All pupils will participate in mock interviews</p> <ul style="list-style-type: none"> ▪ Writing a CV ▪ Interview questions practice ▪ The role of the interpreter ▪ Practice using an interpreter ▪ Mock interview, review and feedback 	<p>Work experience</p> <p>How to evaluate strengths and interests in relation to career development</p> <p>About opportunities in learning and work • strategies for overcoming challenges or adversity</p> <p>About responsibilities in the workplace</p> <p>How to manage practical problems and health and safety</p> <p>How to maintain a positive personal presence online</p>	

PSHE/Wellbeing

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.

- Mental Health**
- Managing challenges during adolescence
 - How to reframe negative thinking
 - Strategies to promote mental health and emotional wellbeing
 - About the signs of emotional or mental ill-health
 - How to access support and treatment
 - About the portrayal of mental health in the media
 - How to challenge stigma, stereotypes and misinformation
 - World Mental Health Day (10/10/23)
 - Anti-Bullying Week (13/11/23 – 17/11/23)

- Financial decision making**
- How to effectively budget and evaluate savings options
 - How to prevent and manage debt, including understanding credit rating and pay day lending
 - How data is generated, collected, shared, the influence of targeted advertising
 - How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling
 - Strategies for managing influences related to gambling, including online
 - The relationship between gambling and debt
 - The law and illegal financial activities, including fraud and cybercrime
 - Manage risk in relation to financial activities

- Healthy Relationship**
- About myths, assumptions, misconceptions and social norms about sex and relationships
 - How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
 - How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
 - How to recognise and challenge victim blaming
 - Relationship values and the role of pleasure in relationships
 - The opportunities and risks of forming and conducting relationships online
 - The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
 - Asexuality, abstinence and celibacy

- Exploring influence**
- Positive and negative role models
 - How to evaluate the influence of role models and become a positive role model for peers
 - The media’s impact on perceptions of gang culture
 - The impact of drugs and alcohol on individuals, personal safety, families and wider communities

- Substance use and abuse**
- The impact of drugs and alcohol on individuals, personal safety, families and wider communities
 - How drugs and alcohol affect decision making
 - How to keep self and others safe in situations that involve substance use
 - How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime
 - How to seek help for substance use and addiction

- Addressing extremism and radicalisation**
- Communities, inclusion, respect and belonging
 - The Equality Act, diversity and values
 - How social media may distort, mis-represent or target information in order to influence beliefs and opinions
 - How to manage conflicting views and misleading information
 - How to safely challenge discrimination, including online
 - How to recognise and respond to extremism and radicalisation
 - Exit strategies for pressurised or dangerous situations
 - Exam Stress Management

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