Year 11 Curriculum Overview

2025-2026

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Autumn Term	**Spring Term**	**Summer Term**

English

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.
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.

GCSE

Autumn Term	Spring Term	Summer Term
Language focus Paper 2: Q2 & 4 & 5 **Literature focus** ▪ **19th Century Text:** *The Sign of Four* – Conan Doyle ▪ **Shakespeare:** *Romeo and Juliet* (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	**Language focus** Paper 1 and 2 mock exams **Literature focus** ▪ Paper 1 and 2 mock exams ▪ **Shakespeare:** *Romeo and Juliet* (Act 4 &5) ▪ Revision ▪ Exam preparation ▪ Exam layout ▪ Feedback and redrafting responses	**Language focus** Revise all texts Exams: Paper 1 and 2 **Literature focus** Revise all texts Exams: Paper 1 and 2 ▪ Use Modern Text extracts for Language Paper 1 revision ▪ Fiction and non-fiction writing (Language Q5s) based on literature text revision

Entry Level

Autumn Term	Spring Term	Summer Term
Literacy Topic: Non-Fiction Texts ▪ Pets ▪ Charities ▪ Science Fiction (Component 1 x 2 assessments) **Speaking & Listening**: ▪ Discussion and presentation of ideas **Reading:** ▪ Vocabulary associated with the chosen topic ▪ Comment on writer's choice of words ▪ Identifying text features e.g. headline, picture ▪ Explaining word meanings **Writing:** ▪ Non-fiction writing (check form of task) ▪ SPaG skills	**Creative Reading & Writing: Fiction Texts** (Component 2 x 1 assessment) ▪ Holidays ▪ Hobbies ▪ Dystopia **Reading:** ▪ Identifying facts ('List 4 things…') ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas **Writing:** ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills	**Functional Skills/Transition: Planning a Trip** **Reading:** ▪ Identifying facts ('List 4 things…') ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas **Writing:** ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills

Maths	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.		
	GCSE Foundation 1		
	- Sequences - Standard index form - Area of trapezia and circles	- Measures of location - Straight line graphs - Form and solve equations	- Three-dimensional shapes - Preparation for the GCSE exams
	GCSE Foundation 2		
	- Fractions and percentages of amounts - Operations & equations with directed number - Addition and subtraction of fractions	- Constructing, measuring and using geometric notation - Developing geometric reasoning - Develop number sense	- Sets and probability - Preparation for the GCSE exams
	Entry level		
	- Fractions - Time - Statistics	- Position and direction - Place value - Addition and subtraction	- Multiplication and division A - Multiplication and division B

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		
	- Describing people - Personal deaf identity - Animals (pets) - Interests and hobbies - Deaf clubs Linguistics: - BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills	- Food and drinks - Daily lives and routine - Strategies for communicating with hearing people 102 assessment Linguistics: - BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills	- Describing weather - Travel and transports 103 assessment - Deaf inspirations Linguistics: - BSL order, NMF, placement, Fingerspell, eye gaze and turn taking skills
	Level 2		
	- Travel/transports - Describing people (Holiday) - Building (Holiday) - Receptive and productive skills	- Weather (Holiday) - Language awareness - Activities (Holiday) - Shopping and eating out (eating and drinking)	- Cooking at home (Eating and drinking) - Daily routine (Eating and drinking) - Conversation skills 203 Assessment 201 Receptive assessment

	Linguistics: • BSL order, NMF, placement, Hand shapes fingerspell, Role Shift skills.	• Placement • 202 assessment Linguistics: • BSL order, NMF, Signing Space, pace and flow	• Deaf inspirations • Linguistics: • 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.

A1 presentation assessment	A2 Conversational assessment	A3 Receptive assessment
• Research • Develop • Prepare • Deliver a presentation • Mock 1: History of BSL • Mock 2: Cinema & theatre • A1 final assessment	• Mind-map plan • Initiate and maintain dialogue • Mock 1: Technology at home • Mock 2: Should School teach BSL? • Mock 3: Mainstream vs Deaf schools • A2 final assessment	• Mock 1: Employment • Mock 2: Homelife • Mock 3: Employment • A3 final assessment • How to use TSC in colleges • How to book interpreters • Interview skills

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.		
	Autumn Term 1 • **Language for Thinking: Critical Thinking and Problem Solving**	**Spring Term 1** **Narrative: Autobiographical Narrative** •	**Summer Term 1** **Vocabulary:** **11A Figurative Language**
Language for Thinking Blanks 1-4	• **Why, how do you know, justifying, predicting, inferring, giving opinions.** • **Summarising, reflecting, evaluating.** **Problem solving.**	Describe a photo of themselves doing something.	• Blanks 3 describing, Blanks 4 explaining its meaning
Social Communication	• Team negotiating skills Leading a group, participating in group	• Listening to peer contributions. Asking peers questions	• 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.	• **Retell the story, including feelings and outcome** **Retall 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	• 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	• 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	• Figurative language is used more in written English. Identifying figurative language in literature samples
	Autumn Term 2 **Social Communication: Presentations**	**Spring Term 2** **Critical Thinking: Conundrums**	**Summer Term 2**
Language for Thinking Blanks 1-4	• Why, how do you know, justifying, predicting, inferring, giving opinions. • Summarising, reflecting, evaluating. Problem solving.	• Problem solving, • Reasoning, forming arguments • Giving and opinion Making decisions	
Social Communication	• Team negotiating skills Leading a group, participating in group	• Discuss in groups • Debating Listening to others' ideas	
Stories and Personal Narratives	Summarise strategies and pit falls discovered last week. Elaborate on this account with success suggestions.	Retaining the conundrum and retelling it including opinions from self and others	
Vocabulary Spoken/Written	Long, short, fast, slow, balanced, tip, drop, careful, focused,	Topic Vocabulary	
Sentence Construction Spoken/Written	• Recording instructions to redo activity Providing opportunities to others to communicate.	• Writing my opinion and comparing it with others. Lists of pros and cons etc.	
Speech Spoken/Written	• BSL or Speech depending upon student. • Ability to modality switch. Comfortable communication in group between peers	• Spoken and written summaries of the discussion. Debate with peers giving opinions and making choices	
Science	**At GCSE** Students follow the Edexcel iGCSE Single Science Specification. This consists of: ▪ 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. **At Entry Level** - Students follow the OCR Entry Level Science Specification. This consists of: ▪ 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		
		Biology ▪ Ecology and the environment ▪ Use of biological resources **Practice exams** **Revision and preparation for exams**	**Chemistry** ▪ Physical chemistry ▪ Organic chemistry **Practice exams** **Revision and preparation for exams**	**Physics** ▪ Solids, liquids and gases ▪ Magnetism and electromagnetism ▪ Radioactivity and particles ▪ Astrophysics **Practice exams** **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		**At GCSE** students follow the OCR Exam Board Scheme of Work which comprises two exams (Comp1 and Comp2) and a programming project. In Year 11 students will be following the theory work required for Comp2. **At Entry Level** 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.		
		GCSE		
		Units followed will be: ▪ 2.1 Algorithms ▪ 2.2 Programming Fundamentals **Revision and preparation for exams**	**Units followed will be**: ▪ 2.3 Producing robust programs ▪ 2.4 Boolean Logic **Revision and preparation for exams**	**Units followed will be:** ▪ 2.5 Programming Languages and IDEs **Revision and preparation for exams at the end of SUM 1.**
		Entry Level		
		Units followed will be: ▪ Word Processing Software ▪ Internet Safety	▪ Students will be using this time to ensure that any missing elements of work are rectified ready for final submission of coursework	All coursework submitted to the exam board in the first week of May.

Geography	**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.		
	• Landscapes of the UK • UK Environmental Challenges	• People of the UK • Environmental Threats to our planet	• Environmental Threats to our planet • Revision of all units

Humanities	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.		
	Threatened Ecosystems • 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. **Entry Pathways** **Places of Worship** **Entry Level 2** • AC1.1 Identify features found in two places of worship which are used in worship. • AC1.2 Identify reasons why certain religious features are used in worship • AC2.1 Select reasons why certain religious features found in places of worship are important to believers. • AC2.2 Select reasons why the buildings used as places of worship are important to believers AC2.3 Select reasons why places of worship are important to the wider community • AC3.1 Identify appropriate behaviour in each place of worship.	**Important ceremonies in life and death** • LO1 Know how religious ceremonies are performed. • AC1.1 Identify features of religious ceremonies (E2) • AC1.1 Outline features of religious ceremonies (E3) • AC1.2 Identify the main people involved in religious ceremonies(E2) • AC1.2 Outline the main people involved in religious Ceremonies (E3) • LO2 Understand why religious ceremonies are practised and the religious significance of the features involved. • AC2.1 Select reasons why religious ceremonies take place (E2) • AC2.1 Give reasons why religious ceremonies take place (E3) • AC2.2 Outline the religious significance of the features involved in religious ceremonies. (E3) • AC2.2 State the religious significance of the features involved in religious ceremonies (E2) • AC2.2 Outline the religious significance of the features involved in religious ceremonies. (E3)	Completion of all subject units, ready to collate and submit requested work by the exam board in the first week of May.

	▪ AC3.2 Select reasons why certain behaviour is expected in these places of worship **Entry Level 3** ▪ AC1.1 Outline features found in two places of worship which are used in worship ▪ AC1.2 Outline how certain religious features are used in worship ▪ AC2.1 Give reasons why certain religious features found in places of worship are important to believers ▪ AC2.2 Give reasons why the buildings used as places of worship are important to believers AC2.3 Give reasons why places of worship are important to the wider community. ▪ AC3.1 Outline appropriate behaviour in each place of worship. ▪ AC3.2 Give reasons why this behaviour is expected in each place of worship **A Non-British Society in the Past** **Entry Level 2** ▪ AC1.1 Identify features and characteristics connected with a particular non-British society in the past. ▪ AC1.2 Identify people from a particular non-British society in the past ▪ AC2.1 Show how people's lives in a particular non British society in the past were similar to life today. ▪ AC2.2 Show how people's lives in a particular non British society in the past were different from life today. ▪ AC3.1 Identify different types of historical sources from a particular non-British society in the past. ▪ AC3.2 Select information from historical sources about a particular non-British society in the past.	▪ LO3 Understand the importance of religious ceremonies to believers and non-believers ▪ AC3.1 Select reasons why religious ceremonies are important to a believer. (E2) ▪ AC3.1 Give reasons why religious ceremonies are important to a believer. (E3) ▪ AC3.2 Select reasons why non-believers also take part in these ceremonies (E2) ▪ AC3.2 Give reasons why non-believers also take part in these ceremonies. (E3)	

	Entry Level 3 ▪ 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.			

Art & Design	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. 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.

GCSE		
Component 01: Portfolio 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: ▪ Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point.	**Component 02: Externally set task** For this component, an early release paper will be despatched to centres and will be available from 2 January.	**How to develop an art portfolio?** ▪ To refine and adapt own portfolio and externally set task for the external moderation's visit

	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	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.	
	Entry Level		
	Component 01: Portfolio 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: • 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	**Component 02: Externally set task** For this component, an early release paper will be despatched to centres and will be available from 2 January. 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.	**How to develop an art portfolio?** To refine and adapt own portfolio and externally set task for the external moderation's visit

Food Technology	**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.

	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.		
	GCSE		
	Pupils will complete a mock practice task of food investigation. Pupils will complete their food investigation coursework, set by the AQA Board.	Pupils will complete their second piece of assessed coursework. Pupils will prepare, cook and present their final three dishes in practical exam conditions.	Revision, recap of the topics outlined above. Past exam practice papers, in preparation for the written external exam.
	Entry Level		
	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.	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.	Pupils will be able to cook and serve a selection of dishes of consistent quality e.g. main dishes, desserts, party foods and snacks.
Design & Technology	**GCSE -** During the D&T GCSE in Y11 pupils will complete the non-exam assessment portfolio they began in June of Y10. They should have finished the analysis stage and be ready to write their specification. They will then produce a range of design ideas, develop these ideas into a working prototype and finally evaluate its success. Pupils will continue to work towards the GCSE theory exam by learning about all the key aspects of materials, sustainability and design principles. After Easter they will begin completing a range of practise examination style question in preparation for their GCSE written exam. **AQAUAS -** During the D&T Unit Award Scheme pupils will complete a variety of practical projects using a range of materials and media to further their knowledge and abilities. The joints practise work they completed in Y10 will be put into practise and the students will create a pair of carpentry and joinery type units to review and improve their skills. This will support pupils who wish to take the subject in P16 at a more vocational and hands on level.		
	- **Wooden Cabinet** – Use a range of traditional joints including rebate, finger, housing, and T-halving to create a small timber cabinet - **Wooden Side Table** – Use a range of traditional joints including mortice and tenon and rebate joints to create a small timber table - **Pinball machine** – manufacture a working pinball game using timber and electronics, program the game to react to inputs and control outputs		
Healthy Living & Fitness	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		
	Entry Level 3 Certificate		
	Food and Health The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.	**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.	

Certificate in Sport Level 1	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	
	Level 1	
	Health and Nutrition This unit aims to give an understand of the major food groups and the importance of a balanced diet.	**Assist in a sports event** The aim of the unit identifies different types of sports events and set personal objectives. Pupils will prepare for and assist at an event and review the achievement of their objectives**.**

Physical Education (PE)	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.		
	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)** **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)**	**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)** **Badminton** Consolidate and apply knowledge and understanding in the essentials skills grip, stance serve, footwork and shots (clear, drop, smash and net) **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.	**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. **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 **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)** **Rounders** Apply and embed knowledge and understanding in the essential skills –batting, throwing, catching, bowling and running

Citizenship	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.		
	How is UK society diverse and changing? • What is identity and how can we be defined? • What are the debates around identity in the UK? • How is the UK population changing? • How diverse is UK society? • Is there mutual respect and understanding of diverse groups in the UK? • Can a changing and diverse society lead to unity? **How do others govern?** • What is the difference between democratic and non-democratic government? • How do different systems of government compare? • How does government work in a non-democratic nation? (case study North Korea) • What are the key differences between the Westminster parliament and the US Congress? • How does the role of the UK Prime Minister differ to elected leaders in other countries? • How do elections work in different countries?	**Why do we need the right to protest in democracy?** • What are rights and where do they come from? • What is the right to protest within a democracy with the rule of law? • What change has protest achieved? • What are changemakers? • Should protesters ever break the law? • What are pressure groups?	**Finances** • Income, expenditure, credit and debt? • Insurance, savings and pensions **Leavers Planning and Memories** • Prepare for work experience • Prepare information for the leavers video • Film and edit the leavers video

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	START Profile ▪ Introduction to the START profile system ▪ Create personal profiles ▪ Application processes, including writing CVs, personal statements and interview technique **Exploring future pathways** ▪ 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	**Next steps** ▪ How to use feedback constructively when planning for the future ▪ How to set and achieve SMART targets ▪ Effective revision techniques and strategies About options post-16 and career pathways About application processes, including writing CVs, personal statements and interview technique ▪ How to maximise employability, including managing online presence and taking opportunities to broaden experience ▪ About rights, responsibilities and challenges in relation to working part time whilst studying ▪ How to manage work/life balance	**Work Experience** ▪ Opportunity to attend a work experience placement either in Derby or the local home area

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.		
	Building for the future ▪ 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	**Communication in relationships** ▪ About core values and emotions ▪ About 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	**Exam Stress management** **Families** ▪ 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

	▪ How to balance time online ▪ World Mental Health Day (10/10/24)	▪ How to access support in abusive relationships and how to overcome challenges in seeking support **Independence** ▪ 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 ▪ 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	▪ 'Honour based' violence and forced marriage and how to safely access support **Transition** ▪ How to manage the challenges of moving to a new college/the P16 base

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