**\*\*\*\*\* CURRICULUM PLAN**

**KEY STAGE 3**

ASDAN is a Flexible, multi-level programme that is internally moderated by staff within the school. This allows for a formative approach towards assessment to take place allowing Learners to show their progression throughout the course, whilst promoting pupils to adopt a reflective approach towards their school work, and increasing emotional resilience.

Personal development (ASDAN Citizenship)

The ASDAN PSHE Short Course accredits up to 60 hours of Citizenship activity. It has been updated to take into account changes to the National Curriculum and Programme of Study requirements for Citizenship at Key Stages 3 and 4.

What’s involved? Participants work through their chosen Short Course, completing challenges and collecting a portfolio of evidence to show what they have done. This is then internally moderated and certificates for successful candidates can be requested online.

Progression Short Courses can be used to achieve nationally approved and regulated qualifications from ASDAN:

• Certificate of Personal Effectiveness (CoPE)

• Award of Personal Effectiveness (AoPE)

• Wider Key Skill qualifications.

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 1****Scheme of Work** | Module 1 Keeping Healthy | Social Relationships | Values and Relationships | *Rights & Responsibilities*Careers & Work | Wellbeing in your community. | Intimate relationships  |
| **Example of Tasks** | * *Fitness testing (Bleep test, Illinois agility test).*
* *Drugs in sport and society.*
* *Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs.*
* *Internet searches to provide advice and support for young people facing alcohol and drugs addiction.*
 | * *A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification.*
* *A historical overview of communication.*
* *Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet.*
* *E-safety, A case study into the dangers of the internet, and how to stay safe whilst browsing the web.*
 | * *explore how values shape our behaviour, and recognise our rights & responsibilities*
* *consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*
* *Understand how our emotions at this time are affected by others.*
 | * *focusing on careers and future options*
* *investigate and explore skills that are required in the world of work*
* *think about what to look for in job adverts and what to focus on for certain careers*

*investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`* | * *Create a happiness timeline that identifies times of conflict and happiness. This can be done using power point, written text, or the use of image.*
* *For each entry on the timeline, provide a coping strategy that was used to deal with the situation.*
* *Make a scrap of news stories about bullying and discrimination. Highlighting how bullying and discrimination affects those who are exposed.*
 | * explore how values shape our behaviour, and recognise our rights & responsibilities
* consider the good things about relationships, what can be difficult about relationships
* understand the importance of communication in a relationship
* explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship
* varied learning activities where they can explore the feelings that may accompany puberty

Understand how our emotions at this time are affected by others. |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 2****Scheme of Work** | *Module 1 Keeping Healthy* | *Social Relationships* | *Values and Relationships* | *Rights & Responsibilities**Careers & Work* | *Wellbeing in your community.* | Intimate relationships |
| **Example of Tasks** | * *Fitness testing (Bleep test, Illinois agility test).*
* *Drugs in sport and society.*
* *Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs.*

*Internet searches to provide advice and support for young people facing alcohol and drugs addiction.* | * *A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification.*
* *A historical overview of communication.*
* *Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet.*
* *E-safety, a case study into the dangers of the internet, and how to stay safe whilst browsing the web.*
 | * *explore how values shape our behaviour, and recognise our rights & responsibilities*
* *consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*

*Understand how our emotions at this time are affected by others.* | * *focusing on careers and future options*
* *investigate and explore skills that are required in the world of work*
* *think about what to look for in job adverts and what to focus on for certain careers*

*investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`* | * *Create a happiness timeline that identifies times of conflict and happiness. This can be done using power point, written text, or the use of image.*
* *For each entry on the timeline, provide a coping strategy that was used to deal with the situation.*

*Make a scrap of news stories about bullying and discrimination. Highlighting how bullying and discrimination affects those who are exposed.* | * explore how values shape our behaviour, and recognise our rights & responsibilities
* consider the good things about relationships, what can be difficult about relationships
* understand the importance of communication in a relationship
* explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship
* varied learning activities where they can explore the feelings that may accompany puberty

Understand how our emotions at this time are affected by others |

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|  | **AUTUMN**  | **SPRING**  | **SUMMER**  |
| **GROUP 3****Scheme of Work** | Module 1 Keeping Healthy | Social Relationships | *Rights & Responsibilities*Careers & Work |
| **Example of Tasks** | * *Fitness testing (Bleep test, Illinois agility test).*
* *Drugs in sport and society.*
* *Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs.*

*Internet searches to provide advice and support for young people facing alcohol and drugs addiction* | * *A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification.*
* *A historical overview of communication.*
* *Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet.*
* *E-safety, a case study into the dangers of the internet, and how to stay safe whilst browsing the web.*
 | * *focusing on careers and future options*
* *investigate and explore skills that are required in the world of work*
* *think about what to look for in job adverts and what to focus on for certain careers*

*investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`* |

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**\*\*\*\*\* CURRICULUM PLAN**

**KEY STAGE 4**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 4****Scheme of Work** | Keeping Healthy. | Social Relationships | Values and Relationships | *Rights & Responsibilities*Careers & Work | Intimate Relationships | Becoming a parent |
| **Example of Tasks** | * *Fitness testing (Bleep test, Illinois agility test).*
* *Drugs in sport and society.*
* *Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs.*

*Internet searches to provide advice and support for young people facing alcohol and drugs addiction* | * *A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification.*
* *A historical overview of communication.*
* *Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet.*

*E-safety, A case study into the dangers of the internet, and how to stay safe whilst browsing the web.* | * *explore how values shape our behaviour, and recognise our rights & responsibilities*
* *consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*

*Understand how our emotions at this time are affected by others.* | * *focusing on careers and future options*
* *investigate and explore skills that are required in the world of work*
* *think about what to look for in job adverts and what to focus on for certain careers*

*investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`* | * *explore how values shape our behaviour, and recognise our rights & responsibilities*
* *consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*
* *understand how our emotions at this time are affected by others.*
 | * *Carry out an in-depth study into thee responsibilities of becoming a parent.*
* *The rights of children or young people.*
* *The rights of parents.*
* *Make a chart to compare the effects on a parent if they were in the following situations;*
1. *A full time student.*
2. *Living at home with your Parents.*
3. *Just started a training course (university or apprenticeship).*
4. *In Prison*
5. *Not in a committed relationship.*
* *What effects could this have on the unborn/new born child?*
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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 6****Scheme of Work** | Keeping Healthy. | Social Relationships. | Values and Relationships. | Rights & Responsibilities.Careers & Work | Intimate Relationships | Becoming a parent |
| **Example of Tasks** | * *Fitness testing (Bleep test, Illinois agility test).*
* *Drugs in sport and society.*
* *Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs.*

*Internet searches to provide advice and support for young people facing alcohol and drugs addiction* | * *A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification.*
* *A historical overview of communication.*
* *Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet.*

*E-safety, A case study into the dangers of the internet, and how to stay safe whilst browsing the web.* | * *explore how values shape our behaviour, and recognise our rights & responsibilities*
* *consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*

*Understand how our emotions at this time are affected by others.* | * *focusing on careers and future options*
* *investigate and explore skills that are required in the world of work*
* *think about what to look for in job adverts and what to focus on for certain careers*

*investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`* | * *Explore how values shape our behaviour, and recognise our rights & responsibilities*
* *Consider the good things about relationships, what can be difficult about relationships*
* *understand the importance of communication in a relationship*
* *explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship*
* *varied learning activities where they can explore the feelings that may accompany puberty*

*understand how our emotions at this time are affected by others.* | * Carry out an in-depth study into thee responsibilities of becoming a parent.
* The rights of children or young people.
* The rights of parents.
* Make a chart to compare the effects on a parent if they were in the following situations;
1. A full time student.
2. Living at home with your Parents.
3. Just started a training course (university or apprenticeship).
4. In Prison
5. Not in a committed relationship.
* What effects could this have on the unborn/new born child.
 |