

Curriculum Plan

Department/subject: **KS4 Core RPS**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

| Year 11 Core RPS | Autumn 1/Autumn 2 | | Signpost/notes |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge to be taught | Unit 1: Careers and life skills <ul style="list-style-type: none"> - What are my next steps? - What are employability skills? - How can I present myself on paper and at interview? - What is online and personal branding? - Understanding a salary, payslips and tax - How can I live independently? - How much does it cost to learn to drive? - How do I buy a house? - Credit, debt and loans - Safety in the workplace and unions | | Why do we teach this unit here? In year 11, PSHE themes are covered. Strategies to embed concepts in long term memory <ul style="list-style-type: none"> - ‘Think about’ question at the start of every lesson, linking back to the previous lesson - Verbal questioning and feedback sessions - Written task every lesson Careers <ul style="list-style-type: none"> - Social worker - Teacher - Social activist - Reporter - Lawyer/solicitor/barrister |
| Key Words | Sixth form, college, apprenticeships, key skills, transferable skills, application, CV, interview, presentation, salary, payslip, tax, independent living, driving, mortgage, rent, credit, debt, loan, payday loan, safety, trade union | | |
| Links to prior knowledge | Links to content covered in year 9, whole school initiatives | | |
| How knowledge is assessed | Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson | Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson | SMSC <ul style="list-style-type: none"> - Every lesson contains SMSC Mental/physical development |

| | | | |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | High levels of mental development in every unit. |
| How gaps will be addressed | <ul style="list-style-type: none"> - Support sheets are available for each lesson - Verbal feedback and support given by teachers throughout lessons - Paired/group work allows students to work together to develop their understanding - Teach checks students' work throughout lesson and addresses misconceptions if needed | | Literacy Opportunities to develop literacy in every lesson Students develop the ability to write: Descriptions/Explanations/Comparisons /Evaluations/critical evaluation/forming philosophical/ethical questions Numeracy - Statistic/percentages |
| Cultural capital lessons | All KS4 core RPS lessons contain SMSC/cultural capital | All KS4 core RPS lessons contain SMSC/cultural capital | |

| Year 11 Core RPS | Spring 1/Spring 2 | Signpost/notes |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge to be taught | Unit 2: Relationships and sex education <ul style="list-style-type: none"> - What is a healthy relationship? - What is consent? - How can relationships be abusive? What is coercive control? - What is risky sexual behaviour? Is pornography damaging? - What is contraception? How is it used? - How can we treat STIs? Are they curable? | Why do we teach this unit here? In year 11, PSHE themes are covered. Strategies to embed concepts in long term memory <ul style="list-style-type: none"> - 'Think about' question at the start of every lesson, linking back to the previous lesson |

| | | | |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - What is pregnancy like? What if the pregnancy is unplanned? - What is raising a baby like? - How is marriage different to a civil partnership? Why do couples divorce? | | <ul style="list-style-type: none"> - Verbal questioning and feedback sessions - Written task every lesson |
| Key Words | Relationship, abuse, consent, love, pleasure, coercive control, risk, STIs, contraception, pregnancy, abortion, parenthood, babies, marriage, civil partnership, divorce | | Careers |
| Links to prior knowledge | Links to content covered in years 7-9 in RPS | | <ul style="list-style-type: none"> - Social worker - Teacher - Social activist - Reporter - Lawyer/solicitor/barrister |
| How knowledge is assessed | Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Class discussions and paired discussions where verbal feedback follows - Teacher checks students' work in lesson | Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Class discussions and paired discussions where verbal feedback follows - Teacher checks students' work in lesson | SMSC |
| How gaps will be addressed | <ul style="list-style-type: none"> - Support sheets are available for each lesson - Verbal feedback and support given by teachers throughout lessons - Paired/group work allows students to work together to develop their understanding - Teach checks students' work throughout lesson and addresses misconceptions if needed | | Mental/physical development |
| Cultural capital lessons | All KS4 core RPS lessons contain SMSC/cultural capital | All KS4 core RPS lessons contain SMSC/cultural capital | High levels of mental development in every unit. Literacy Opportunities to develop literacy in every lesson Students develop the ability to write: Descriptions/Explanations/Comparisons /Evaluations/critical evaluation/forming philosophical/ethical questions Numeracy - Statistic/percentages |