

Our whole school vision believes:

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all students. This allows our young people to re-engage with learning and either return to mainstream schooling or achieve success whilst remaining with ourselves. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning.

Our main aims as an academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people

Our curriculum is the vehicle to deliver our whole-school vision and we believe that the delivery of an effective curriculum to help improve educational outcomes is a vital way to positively impact our students' futures. We endeavour to further our students' intellectual development, social and emotional development, character and responsibility, happiness, and success.

We underpin our curriculum using our whole school values: Belong, Respect, Inspire, Succeed, Enjoy. Our teachers aim to develop and deliver the curriculum in a way that remains true to the subjects' core content and concepts, creates a safe learning environment, encourages progression, and develops a lifelong love of learning.

Our whole School curriculum intent believes:

Our intent is to provide students with educational success and provide them with the opportunities to develop the essential skills and knowledge that they remember, not just encounter, ready for the next stage of their lives. This may be when they return to mainstream school or when they leave Year 11 and embark on their journey into further education, training, or employment. Our curriculum is designed for progression and to be inclusive for all whilst setting high expectations of our learners. We encourage our students to be active thinkers with the product of knowledge being our overarching goal.

We aim to provide a broad curriculum that offers a range of academic and vocational pathways whilst fostering creativity and developing critical thinking. We intend for our students to leave Kickstart with an ability to read, write, and communicate effectively. We also have a strong focus on the personal and social development of our students that allows them to understand and manage their emotions, recognise risk, increase resilience, and further their knowledge on the culturally rich communities in which they live.

As a school we also work closely with outside agencies, to help further support our young people to the greatest extent. Our target is for our students to leave Kickstart with an increased cultural capital that supports their development and allows them to achieve success beyond the classroom.

We strive to identify and work on the different and individual needs of our young people within school to help them develop in whatever they require for success. We aim to identify their individual needs and gaps in learning whilst supporting them through the use of differentiation. It is our intention that our students leave with a broad knowledge and understanding of the British Values and understand the positive impact they can have on their communities.

Improving outcomes for our young people is of utmost importance to us. We look to maximise attendance and punctuality, to ensure our students can access the provision they need to help them remain safe, improve their well-being, and succeed. We also have a key focus on behaviour management, with a very skilled staff team that work closely with our students to ensure that behaviour for learning is positive.

Our intention for our curriculum is:

At Kickstart Academy the Personal Development Curriculum is firmly rooted in our Core values of Belong, Respect, Inspire, Succeed and Enjoy. Our Learning 4 Life lessons are centred around building life skills enabling our students to live a happy, healthy and successful life.

“Through my education, I didn't just develop skills, I didn't just develop the ability to learn, but I developed confidence.” Michelle Obama.

The key aim is to support students to become confident, healthy, considerate, responsible young adults through a variety of ways of learning and guidance. We deliver an inspirational curriculum that meets the needs of our students and directly supports their pastoral education. We strive to give students a sense of empowerment and the knowledge skills and understanding to become aware, active and responsible citizens, both at local, national and global level. We aim to build the confidence in our students to make well informed decisions on how to stay safe and be involved in their communities and be the best possible version of themselves. It ensures that each of our students will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future.

The curriculum aspect of Personal Development draws upon strands of PSHE, RSE, Citizenship, British Values, SMSC (Spiritual, Moral, Social and Cultural Education), Careers, Enterprise, and Employability.

Learning within this curriculum is, by law, an entitlement of all children in the UK. By nature of the subject matter, certain elements may resonate with specific students more than others, based on their background and life experience. However, the content is designed to be taught to all students on the basis that it aims to build understanding and appreciation of others in order to further strengthen relationships and preparedness for adult life. Content relating to sex and relationships will be taught in such a way as to be equally applicable to LGBT young people as to CIS opposite sex relationships. Students will also have access to a broad and in-depth curriculum on other matters including financial and careers education. PSHE contributes to the whole school SMSC (spiritual, moral, social and cultural education) which helps students develop a breadth knowledge of the world around them. The breadth of our curriculum ensures future preparation for our students to help them become well rounded individuals that are prepared for life after Kickstart Academy.

Through delivering this curriculum, teachers would be further embracing and enhancing inclusivity within their student cohorts. The curriculum breaks down lengthy guidance into deliverable, manageable chunks. It aims to challenge students to deeply reflect, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friends, relations, partners and colleagues both now and in the future, thus hopefully making them more empathetic individuals.

Our aim is to provide students with a challenging curriculum that develops knowledge of their surroundings; whether it be locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within different contexts. We hope our curriculum guides our students into making good life decisions and helps them decide their future pathway and career.

Through scenario-based teaching, coupled with clear, honest approaches, this curriculum will come to life for students as they will understand the relevance and applicability of the content to their own lives. The knowledge needed to access the building sequence of lessons will be challenging but will allow learners to recognise the worth in the lessons. By carefully matching the content to the age-appropriate level, the relevance and challenge level will further enhance engagement. It will be clearly recognisable how each topic builds vertically through the year groups over a long span of time, and how topics interconnect horizontally across a given academic year.

A core purpose of our PSHE programme is to tackle barriers to learning, raise aspirations, and improve the life chances of all students, including the most vulnerable and disadvantaged. PSHE helps a school to create a good and safe ethos, where students feel safe and supported by peers and staff, and this ultimately boosts attainment and helps build resilience and wellbeing, therefore PSHE is vital for our young people.

This area of the curriculum is delivered during our tutor time programme and is also embedded via cross curricular lessons.

Outside of the curriculum we offer students educational day trips, careers fairs, work experience, visits from guest speakers, student council opportunities, extra curricular clubs, assemblies, cultural festivals and many more experiences that enrich the students' understanding of equality, diversity and tolerance. At Kickstart Academy we raise awareness of many important national events. For example, Mental Health Day, Remembrance Day and Black History Month.

All our students are encouraged to take part in the wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, students learn to recognise their own worth, develop a sense of their own identity and the ability to take

their place in the community as well as respect and work with others. Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural issues that form an intrinsic part of growing up.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our Learning 4 Life curriculum to the following:

- Hadley - collecting for food banks
- Wellington – swimming as part of our extracurricular activities
- The Wrekin – walking trails linked to healthy lifestyles
- Links with local primary schools within the LCT
- Links with local charities
- Support from the local police, PSCO's, school health nurse and future focus (careers)

Implementation:

Students will acquire both breadth of understanding and depth in a variety of personal development areas.

The Personal Development curriculum is delivered in a series of Learning 4 Life lessons throughout the academic year, as part of the Academy's Tutor Programme.

These lessons have a narrow focus that provides instruction in a skill or concept that students will then relate to either within wider lessons cross curricular or through their own life experiences.

The idea is that the lessons will create interest in a topic, generate questions, or develop strategies to manage a certain issue as a young person.

The lesson topics are carefully mapped across Key Stages 4 ensuring a consistent and sequenced approach to Personal Development. Across Year 10 and 11 students will follow a programme of study which captures a variety of personal development curriculum strands:

(These lists are non exhaustive)

PSHE - Personal , Social, Health, Economic, Education:

- Physical Health and Mental Wellbeing - Mental Wellbeing, Internet Safety & Harm, Physical Health and Fitness, Healthy Eating, Drugs, Alcohol and Tobacco, Health & Prevention, Basic First Aid, and Changing Adolescent Body
- Relationships and Sex Education (compulsory teaching from September 2020) - Families, Respectful Relationships Including Friendships, Online & Media, Being Safe, Intimate and Sexual Relationships Including Sexual Health

Examples of topics which fall into the above categories include: friendships, personal hygiene, finance, animal care, anger management, bullying, internet and personal safety, animal cruelty, dental hygiene, peer pressure, bullying, equal opportunities, body image, equality, smoking, drugs, risky behaviour, healthy lifestyles, healthy eating, strategies for coping with eating disorders and self harm, anger management, anxiety, depression, self-worth, domestic violence, substance, drugs and alcohol misuse, family and relationships, conflict in families, homelessness, women's safety, signposting for sexual health and sexuality, victim support, finance and enterprise.

Relationship and Sex Education (RSE):

- Online and Media
- Being Safe
- Respectful Relationships
- Intimate Relationships
- Families

British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Prevent strategies

Living in the Wider World:

- Diversity, careers, enterprise, finance, employability, the young consumer, equal opportunities & equality, environment, disability, thinking skills, work experience, law, EU and political parties
- Overall developing knowledge in areas that will equip students with intellectual awareness of practical issues in preparation for living in the wider world

Students are encouraged to keep up to date with current affairs, follow the news and read articles on the vast areas of world news that engages them. This enables them to develop their ability to discuss current affairs during their personal development lessons whilst developing key literacy skills

SMSC (Spiritual, Moral, Social and Cultural Education):

It requires our students to think about the kind of person they aspire to be and the kind of world they aspire to create.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

The social development of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Healthy Lifestyles:

- Health and Prevention
- Mental Wellbeing
- Drugs and Alcohol
- First Aid
- Internet Safety and Harms
- Changing Adolescent Body

Citizenship:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Careers:

- A stable career programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education

School Assessment of Personal Development:

There is no exam in this curriculum area, but tutors are expected to assess students every 2 weeks and complete a teacher assessment sheet at the back of the student work books.

The main strands for the assessment are judged on:

- Speaking and Listening
- Participation
- Critical Thinking
- Quality of questioning
- Personal Development
- Independent Enquiry
- Listening and Communication skills

Outside of the Curriculum:

Our students across Key Stage 4 also receive a rich diet of personal development opportunities and experiences.

These are explained below:

- **Assemblies** - Students attend an assembly once a week. During this time they will experience opportunities for personal reflection. Tutor groups take their turn to deliver an assembly on the theme of the week which allows for the personal growth of our students. We cover a variety of topics including aspects of safety on the roads, train tracks etc.
- **Guest speakers** - from a variety of fields attend our assemblies to share information and experiences with our students. Kickstart Academy has welcomed past students, Sporting individuals, Members of Parliament and the Police, etc. to our assemblies. The feedback from our students is always positive as they are given the opportunity to see and hear from people who have a different perspective to their own on a variety of matters.
- **Enrichment Days** - At Kickstart Academy we collapse the lesson timetable for students in order for them to attend educational workshops within school. This could take the format of a half day or a full day. Examples of this include:
 - Diversity and LGBTQ+
 - Human Rights
 - Careers Fair and CV writing
 - Black History Month
 - Cultural Festival
 - Keeping safe – PREVENT, CSE, County Lines, Knife crime (Ten Ten theatre experience)
 - Environment and Stewardship
- **Careers and Enterprise** - We hold annually Career & Enterprise Fairs for our students in Year 10 and 11. This provides them with the opportunity to meet and speak with local employers, other colleges and universities regarding their future pathways and career aspirations. Students are also offered career appointments to gain support in completing applications and discussion around career choices.
- **Work Experience** - This is an essential part of our students gaining wider life experiences. It is a one-week placement in Year 11 that is on a voluntary basis. It can help students decide on their future careers and overall improves aspirations. Students are encouraged to find their own placements however, those needing additional support in doing this can see our Careers Advisor in school.
- **Extra-Curricular Activities** - There is a wide variety of activities on offer for students to attend after school hours. These are led by school staff and run throughout the school week. There is a timetable available for students, carers and parents to see what is on offer day to day. All of these activities are free of charge. The activities aim to develop students' interests and talents. Students are encouraged to attend one extra activity per week.
- **Student Academy Council** - Our student leaders work with a staff facilitator to collaborate with others to impact their school community, which impacts their city or town, which impacts our country, which changes the world. The student council meetings provide our young people with the power and right to speak and, especially, the power, right and privilege of being heard by those in senior leadership positions who can help support the change.

- **Trips** - Students are also given further enrichment opportunities to visit array of educational places. For example, National Memorial Arboretum. Other trips include: theatre visits and reward trips.
- **Student driven activities** - It is common practice for students to approach staff to share their fantastic fundraising ideas or suggestions for rewards trips. Many of our students are active citizens who generate their own causes to support.
- **School Values** - Everything that we do at Kickstart Academy under the umbrella of Personal Development is also driven forward through the school ethos and values of Belong, Respect, Inspire, Succeed and Enjoy.

The importance of Personal Development for our students is key to ensuring that they grow into well rounded individuals who can fulfil a happy and successful life.

To ensure our aims for the curriculum are implemented effectively in we instil 6 core values into our curriculum known as 'The Kickstart 6.' In personal development this is achieved in the following ways:

Knowledge

- Use of retrieval practice of topics taught using a combination of short term and longer-term memory (lesson visuals, and 'Do Now' activities etc.)
- Reducing cognitive overload when introducing new topics by chunking information down, modelling new concepts ('I Do / We Do / You Do' etc.) and using regular low-stakes assessment to check new learning.
- Developing subject knowledge of teachers regularly through CPD.

Knowing our students and Listening to their needs requires staff to be knowledgeable in contextual safeguarding. Being able to listen, report and signpost informs planning needs for teaching and learning. Staff regularly upskill on spiritual, moral, social and cultural development to support our students to be self-sufficient and contributing citizens. Student have access to a breadth of resources to enhance their knowledge of how to keep safe, succeed and enjoy their surroundings appropriately by law and respectfulness. The programme that is delivered to the students is designed to tackle barriers to learning, prejudice and raise aspirations through specialist knowledge of guest speakers and professional services.

Explanation and Practice

- Teacher-led explanations are clear and concise.
- Information is provided in a student-friendly way that is accessible by all.
- Information is chunked when necessary.

- Guided and independent practice is embedded within lessons using clear success criteria.

Our curriculum includes trips to build on our student's cultural capital, to enhance their experiences and make memories that will guide their future choices and pathway. Our aim is to broaden further our learning for Life offer to achieve full alignment across our whole-school systems of Positive Behaviour Support and Safeguarding, as well as ensure that full and coordinated advantage is taken of complementary opportunities across national curriculum subjects such as English and PE.

Modelling and Scaffolding

- New concepts, tasks, and knowledge are modelled first with differentiated scaffoldings provided where required to help build students' confidence
- A variety of models (worked examples, live modelling etc.) are shared with students to enhance their understanding.
- Scaffolding is withdrawn when teachers have assessed that students are ready.

Staff model appropriate and non-biased behaviour throughout the school and during lessons; the I do we do, you do model is used with physical actions, attitudes, and lesson plans by supporting British values and inclusivity. We work with numerous external organisations to enhance delivery, bringing in specialist knowledge and different ways of engaging with our students. Special care is taken when delivering topics of sensitive nature, we ensure that students can also signpost a family member or friend if they feel worried. Positive relationships ensure that staff can provide scaffolded support to students when they face adversity.

Questioning

- Targeted questions are used to gain live feedback from students in the lesson.
- A variety of questioning methods are used (cold calling, show-me boards etc.)
- Questioning is used to allow students to deepen their understanding through subject-specific terminology and academic dialogue.

Staff and students have open dialogue with one another, which is founded by a safe environment and strong professional relationship. Questioning is used to summarise prior knowledge which is then build upon by group discussions, one to one's and written work. The students learning ventures out of the classroom to support their awareness of their surroundings locally and globally.

Feedback

- Feedback includes a combination of live questioning within the classroom and more deeply marked pieces of work.
- Feedback is personalised (Pink for Think, live marking etc.) to allow students to progress with their individual learning.

- Feedback is given in a positive, encouraging, and constructive way (WWW and EBI etc.)
- Students are actively encouraged to engage with feedback (DIRT, Purple for Progress etc.) to address learning gaps.

Students receive daily verbal feedback from subject leads during their lesson, through the whole school marking policy. Designated independent reflection time is factored into the sessions through encouragement for self-reflection and building on confidence. We aim to develop our student's sense of community; by embedding British values our students will demonstrate positive inclusive attitude to the wider community and be good ambassadors for our school.

Behaviour and Relationships

- Teachers create environments in which all students feel safe.
- Positive and professional relationships are established through clear roles, routines, expectations, and boundaries.
- Routines and behaviours are rehearsed and positively modelled by staff.
- Differentiated behaviour management strategies are applied to help challenge and correct student behaviour.

In learning for life, students feel safe and feel confident to share their own experiences. Staff are aware of individual behaviour support plans to best guide students. Combined with questioning, staff use professional relationships to understand the students' lived experiences to differentiate tasks to their needs and development. Structured discussions and tasks are delivered not only in the classroom but in the school environment to create an environment where students belong, are respectful, succeed, feel inspired and enjoy.

Year 10 Curriculum implementation: Beginning to understand the world in which we live

Kickstarts Learning 4 Life curriculum is education helps our young people to stay healthy, safe, and prepared for life and work in modern Britain, treating others with care and respect.

It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection and consideration of perspective. When taught well, it also helps pupils to achieve their academic potential.

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<p>Respectful Relationships</p> <p>Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and</p>	<p>Relationship and sex education (RSE)- Facts</p> <p>This unit shares with the young people the facts around relationships and sex education. It covers the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.</p>	<p>Alcohol, smoking and drugs (HE)</p> <p>Substance use by teens can have a big impact on their health and wellbeing. Students will learn about the risks associated with drugs, alcohol and sex.</p> <p>HE: 5a, 5b, 5c, 5d, 5e, 5f</p> <p>Drugs and alcohol:</p> <p>Dangers of recreational drug use Note:</p>	<p>Emotional wellbeing</p> <p>Young people find it difficult to navigate situations where they may be a victim prejudice and bullying. This unit equips the students with the knowledge to manage their emotions and to ask for help when they need it.</p> <p>HE: 1a, 1b, 1c, 1e, 1f, 5a, 5c, 5d, 5e</p> <p>RSE: 2d, 2e, 2f</p>	<p>Health Education: Health and prevention</p> <p>This unit highlights for students the importance of self-checking and the benefits it has.</p> <p>HE: 6a, 6c, 6e</p> <p>Health and prevention: Self-care and self-awareness</p> <ul style="list-style-type: none"> • What is self-examination? 	<p>Online and media</p> <p>It is important for students to know and understand the dangers of online behaviour and how to keep themselves safe. This includes aspects of law & justice.</p> <p>RSE: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h</p> <p>HE: 2a, 2b</p> <p>SMSC: 1a, 1b, 2a, 2b</p> <p>Problematic interactions online</p>

<p>healthy, and how to manage their academic, personal and social lives in a positive way.</p> <p>RSE: 4a, 4b</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a, 4b</p> <p>Modern slavery</p> <ul style="list-style-type: none"> • What is human trafficking? • Being safe: Honour based violence and FGM. Who can help <p>What is forced marriage?</p> <ul style="list-style-type: none"> • Clear definition of forced marriage • Distinction between 'arranged' and 'forced' marriage <p>*Law around forced marriage – case studies</p> <ul style="list-style-type: none"> • What to do if you suspect, or feel like 	<p>RSE: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5l</p> <p>SMSC: 1a, 1b</p> <p>Fertility and reproduction – Dispelling myths</p> <ul style="list-style-type: none"> • Reminding students of the basic scientific knowledge about fertilisation and conception (role of ovaries, eggs, and sperm etc.) • Identifying and addressing any myths about fertility (e.g. that you 'can't get pregnant while on your period') <p>What are the facts around pregnancy and miscarriage?</p> <ul style="list-style-type: none"> • What is miscarriage <p>Fertility and infertility</p> <ul style="list-style-type: none"> • What is meant by 'fertility' and 'infertility' 	<p>Examples given in the lessons below are non-statutory. All lessons in this unit are taught with a clear emphasis on the legal categorisation of the drugs mentioned, and encouragement that any lifestyle choices should always be reflective of the law.</p> <p>Alcohol, drugs and sex</p> <ul style="list-style-type: none"> • Impact on decision making ('clouding' thinking and 'lowering inhibitions') – alcohol, safe taking of medicinal drugs and tobacco • Giving consent • Risks (emotional) and physical (e.g. injury) <p>Recreational drug use</p> <ul style="list-style-type: none"> • Definition • Overview of common recreational drug types, and their status within the law 	<p>SMSC: 2a, 2b, 2c</p> <p>Bullying</p> <ul style="list-style-type: none"> • Name-calling and the negative impact on victims and perpetrators, linking to mental health <p>*Banter v Bullying</p> <ul style="list-style-type: none"> • Physical aggression and the negative impact on victims and perpetrators, linking to mental health <p>Including harassment and examples of personal space</p> <p>Skills: How to manage friendships.</p> <p>Violence and aggression</p> <ul style="list-style-type: none"> • Impact on victim's mental health • Causes of violent/aggressive actions and links to unmanaged mental health conditions and 	<ul style="list-style-type: none"> • Definition of self-examination • Benefits of self-examination • Common types of self-examination <p>Self-examination – focus on testicles</p> <ul style="list-style-type: none"> • Why it is important to self-examine the testicles • How to self-examine the testicles • What to be aware of during testicle self-examination <p>Self-examination – focus on breasts</p> <ul style="list-style-type: none"> • Why it is important to self-examine the breasts • How to self-examine the breasts 	<ul style="list-style-type: none"> • Identifying when our interactions with friends online become problematic (e.g. conflict online, gaming) <p>*How to report and staying off online - CEOP</p> <ul style="list-style-type: none"> • When time spent online affects real relationships • Obsessive online behaviours / grooming / risk of CSE • Continued checking of social media and excessive screen time • Obsessively checking 'likes' • 'Fear of missing out' (FOMO) • Identifying an online impersonator <p>Self-help for our online behaviours</p> <ul style="list-style-type: none"> • Managing/limiting time spent on social media
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<p>you are vulnerable to, forced marriage</p> <p>What is honour based violence?</p> <ul style="list-style-type: none"> • Clear definition of honour based violence • Different forms and examples of honour based violence • Motives for honour based violence • What to do if you suspect, or feel like you are vulnerable , honour based violence <p>What is FGM (Female Genital Mutilation)?</p> <ul style="list-style-type: none"> • Definition of FGM • Why FGM happens *Case studies • Effects of FGM • FGM – Support 	<ul style="list-style-type: none"> • Common causes of ‘infertility’ <p>Sexual pressure</p> <ul style="list-style-type: none"> • Sources of sexual pressure *Consent and legal age of sexual activity – females and males only equal since 2008 • Recognising sexual pressures • Managing sexual pressure • Not pressuring others <p>Sex and health</p> <ul style="list-style-type: none"> • Positives of intimate relationships (e.g. pleasure; human connection) • Potential negatives arising from intimate relationships (e.g. regret, STISs, unwanted pregnancy) • Advantages and disadvantages of different forms of 	<ul style="list-style-type: none"> • General risks associated with recreational drug use •Cannabis/Marijuana/Cocaine/Ecstasy/Heroin • Effects • Risks • Status within the law <p>Social implications of drug use</p> <ul style="list-style-type: none"> • Links to gangs, county lines, crime etc. • Links to peer pressure Impact of drugs and alcohol • Chemical effects on the brain, linking to poor mental health •Financial implications of drug misuse, causing further stress • Withdrawal and mental health <p>Anti-social behaviour Examples</p>	<p>feelings associated with guilt</p> <p>*Addressing extremism and radicalisation</p> <p>Communities, belonging, challenging extremism</p> <p>Skills: Prevent Strategies</p>	<ul style="list-style-type: none"> • What to be aware of during breast self-examination <p>Self-examination – focus on skin</p> <ul style="list-style-type: none"> • Why it is important to self-examine the skin • First signs of melanoma (e.g. a mole that is uneven in colour) • Other signs of melanoma (e.g. a growth/sore that won't heal, bleeds or crusts) <p>Screening</p> <ul style="list-style-type: none"> • Examples of the various types of routine medical screening • What to expect during routine medical screening <p>Smear tests</p> <ul style="list-style-type: none"> • Purpose and importance of smear tests 	<ul style="list-style-type: none"> • Careful choice of accounts to follow • ‘Logging off’ and taking social media breaks when appropriate • Maintaining healthy habits with social media <p>What makes a healthy online relationship?</p> <ul style="list-style-type: none"> • Does not affect real life relationships negatively • Body image and self esteem • Does not become obsessive or problematic • Sensible amounts of time online • Open and transparent on both sides • Importance of freedom of speech • Harms of ‘Cancel Culture’
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<ul style="list-style-type: none"> • Who is most at risk of FGM? • Signs of FGM • What to do if you are worried about FGM (worried for yourself or others) • Support for young people <p>Maintaining positive mental health into adulthood</p> <ul style="list-style-type: none"> • Importance of communication and connection NHS 5 tips for good mental health • ‘Stress Bucket’ analogy • Mental health, referrals and treatment equivalent to physical ill-health <p>Skills: Recognising signs and symptoms of abusive relationships.</p>	<p>contraception for different individuals, including emergency contraception</p> <ul style="list-style-type: none"> • The link between first sexual experiences and future sexual health • Sexually Transmitted Infections (STIs) <p>Being a donor</p> <p>Science to inform choices</p> <ul style="list-style-type: none"> • Blood donation • Stem cell donation Organ donation (and carrying a Donor Card) <p>Festivals</p> <p>Christmas – Christian Festival</p> <p>Christmas around the world</p> <p>Skills: Recognising signs & symptoms. Prevention strategies</p>	<ul style="list-style-type: none"> • Impact on victim’s mental health • Causes and consequences of involvement in anti-social behaviour <p>Skills: Knowledge of rights and responsibilities</p>		<ul style="list-style-type: none"> • What to expect during a smear test <p>Skills: Prevention strategies</p>	<ul style="list-style-type: none"> • Harms of censorship and ‘no platforming’ <p>Recognising unhealthy and toxic influences on social media</p> <ul style="list-style-type: none"> • ‘Catfishing’ • The definition of ‘catfishing’ (impersonating or highly exaggerating online identities) • Why people ‘catfish’ • When ‘catfishing’ becomes a problem – for impersonator and victim <p>Skills: online safety & digital literacy</p>
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Year 11 Curriculum implementation: Beginning to be prepare for the world in which we live

They will secure the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from the local area to the wider UK. They will grow into global citizens living in a dynamic and interdependent world.

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<p>Relationship and sex education (RSE)- Respectful relationships</p> <p>This unit enables the young people to explore healthy and unhealthy relationships, peer influence an assertiveness. Including matters of substance misuse, and gang exploitation</p> <p>RSE: 1g, 2a, 2f</p> <p>SMSC: 1a, 1b, 1c, 2a</p> <p>What is the difference between a healthy and unhealthy relationship?</p>	<p>Relationship and sex education (RSE)- Facts</p> <p>This unit explores the physical, emotional and social demands of pregnancy. It also considers procedures leading to pregnancy and the ways in which pregnancy may be ended, It covers the law around abortion.</p> <p>RSE: 5b, 5c, 5d, 5e, 5f, 5g, 5h</p> <p>Pregnancy</p> <ul style="list-style-type: none"> • Facts around pregnancy *Pregnancy signs and testing 	<p>Alcohol, smoking and drugs (HE)</p> <p>Drug and alcohol education plays a key role in reducing harm, preventing the development of harmful patterns of substance use in adulthood.</p> <p>HE: 5a, 5b, 5c, 5d, 5e, 5f</p> <p>SMSC: 2a, 2b</p> <p>Drugs and alcohol: Addiction and alcohol dependency</p> <ul style="list-style-type: none"> • What is addiction? • Definition • Chemical addiction 	<p>Emotional wellbeing</p> <p>We teach social and emotional skills and enhance self-regulation giving them opportunities to learn and practice social skills. We create a safe environment for them to express their views and feelings.</p> <p>HE: 1a, 1b, 1c, 1d, 1e, 1f</p> <p>Mental wellbeing</p> <p>Recognising problems and seeking support into adulthood</p> <p>Note: Examples given in the lessons below are non-statutory</p>	<p>Health Education: Health and prevention</p> <p>Health education is designed for our students to gain the knowledge, skills, value and attitudes necessary to promote, maintain, improve their own health.</p> <p>HE: 1f, 3a, 3b, 4a</p> <p>Maintaining a healthy lifestyle</p> <ul style="list-style-type: none"> •Reminder/consolidation – benefits of healthy eating and physical activity to maintain physical health • Healthy lifestyles and links to minimising health risks as we get 	<p>Internet safety and harms</p> <p>Our students gain a valuable insight into their rights and responsibilities online. They learn how information is generated, collected, and shared. They are equipped with strategies for online safety.</p> <p>HE: 2a, 2b</p> <p>SMSC: 1a, 1b, 1c, 2a, 2b</p> <p>Understanding gambling</p> <p>*How to report issues online and staying off online – CEOP (Refresher)</p>

<p>*Healthy and unhealthy relationships – what makes a good friend?</p> <p>*Managing strong feelings – jealousy, anger, fear, excitement</p> <p>* peer influence and assertiveness.</p> <p>*Unhealthy relationships - including matters of substance misuse, and gang exploitation. Who can help?</p> <p>Who are people in position of trust?</p> <ul style="list-style-type: none"> • The law against any person over 18 having any kind of sexual activity with a person under 18 if they are in a position of trust (e.g. doctor, teacher, care worker) <p>*Overstepping professional boundaries –</p>	<ul style="list-style-type: none"> • Possible signs & symptoms of early pregnancy (e.g. missed period, nausea, change in taste etc) • Taking a pregnancy test, and false negative results • Initial support in early pregnancy, and overview of choices • Keeping healthy during pregnancy (diet, lifestyle etc.) • Common difficulties associated with pregnancy (physical discomfort, changes to the body etc.) • The different stages of pregnancy and normal gestation • The importance of partner and/or family support – parenthood, adoption and same sex marriage 	<ul style="list-style-type: none"> • Behavioural addiction <p>How does addiction affect people?</p> <ul style="list-style-type: none"> • Physical signs of addiction (including withdrawal) • Psychological effects of addiction • Addiction ‘cycles’ • Addiction to specific drugs • Cannabis/Marijuana – addictive qualities, Nicotine, Heroin <p>What are the consequences of addiction?</p> <ul style="list-style-type: none"> • Risk taking • Isolation • Chaotic lifestyle/finances • Seeking help for addiction • How and where to seek help for addiction 	<p>Coping with exam stress/anxiety</p> <ul style="list-style-type: none"> • Coping mechanisms – planning ahead, revision timetables, organisation, sleep patterns etc. • Recognising when exam anxiety requires more than self-help Breaking down mental health stigma – self harm, eating disorders • Appropriate language for discussing mental health stemming from additional needs ADHD, ODD etc. • Understanding the word ‘stigma’, and challenging this in reference to mental health – stereotypes • Dispelling myths – mental ill-health is • Everyday stressors and triggers in adult life • Identify the everyday stressors that occur 	<p>older Physical activity and positive mental wellbeing (eating healthy and balanced diet – sugar and caffeine content)</p> <ul style="list-style-type: none"> • Physical activity as an approach to combat stress • Endorphins • Incorporating physical activity into busy lifestyles – benefits and approaches <p>Skills: strategies to reduce risk to health</p>	<ul style="list-style-type: none"> • Types (e.g. sports betting, bingo, fruit machines) • Purpose (i.e. profit) • Impact (e.g. losing money) Resilience towards gambling • Advertising awareness • Gambling-like behaviours in online games • Virtual currencies • Recognising problem gambling • Betting often and too much time spent on online games • Chasing losses • Anxiety and sleep loss due to gambling • Financial losses <p>Skills: Analysis, debate, numeracy</p>
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<p>grooming and sexting, who can you tell?</p> <ul style="list-style-type: none"> • Sexual Offences Act 2003 5 Sexual Coercion (non-statutory lesson/example) • Definition and examples of 'sexual coercion' • Recognising when a consensual sexual relationship becomes sexually coercive • Reporting issues of consent • How to seek help/support for issues around sexual consent • What to expect if you need to report any type of crime - your concerns – your rights <p>*Recognising portrayal of sex in the media and social</p>	<p>*Ways in which relationships can end for example divorce and bereavement</p> <ul style="list-style-type: none"> • Mental wellbeing during pregnancy Labour • Vaginal labour and C-Section • Pain management in labour • Wellbeing after pregnancy, including both physical and mental (e.g. postnatal depression) <p>Abortion</p> <ul style="list-style-type: none"> • Abortion Act 1967, and amendments • Approval by two medical practitioners (and exceptions to this rule) • The law before and after 24 weeks pregnant 	<p>Alcohol dependency</p> <ul style="list-style-type: none"> • Definition of alcoholism • Health/social risks of alcoholism • Functioning alcoholism • Limiting alcohol intake • Managing moderate drinking Benefits of limiting alcohol consumption <p>Skills: prevention strategies</p>	<p>regularly in adult life (e.g. financial trouble, relationship worries, workload, children)</p> <ul style="list-style-type: none"> • Identify possible lifestyle traits that may help avoid/negate everyday stressors contributing to more serious mental health concerns <p>Post-Traumatic Stress Disorder (PTSD)</p> <ul style="list-style-type: none"> • Definition • Symptoms and causes • Available support Suicidal thoughts • Definition • Symptoms and causes • Available support <p>Social Anxiety Disorder</p> <ul style="list-style-type: none"> • Definition • Symptoms and causes 		
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<p>media – For example, music videos</p> <p>Child Exploitation</p> <p>Definitions and Case studies</p> <p>*Modern Slavery</p> <p>*CSE</p> <p>*Gang exploitation</p> <p>Skills: Knowledge of a range of alternative strategies to help cope in difficult situations</p>	<ul style="list-style-type: none"> • Support available if considering abortion Miscarriage and still birth • Definition of ‘miscarriage’ and ‘still birth’ • Emotional impact of miscarriage and still birth • Support available alternative ways of having a baby (for both opposite and same sex couples), Surrogacy & Adoption <p>Skills: Debate, reasoning, viewpoints</p> <p>Being a donor</p> <p>Science to inform choices</p> <ul style="list-style-type: none"> • Blood donation • Stem cell donation Organ donation (and carrying a Donor Card) 		<ul style="list-style-type: none"> • Available support <p>Maintaining positive mental health into adulthood</p> <ul style="list-style-type: none"> • Importance of communication and connection • ‘Stress Bucket’ analogy • Mental health, referrals and treatment equivalent to physical ill-health <p>Panic disorder/Panic attacks</p> <ul style="list-style-type: none"> • Panic attacks – definition, causes, symptoms • Coping strategies (e.g. CBT and box breathing) <p>Skills: strategies to cope, strategies to improve self esteem</p>		
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Educational Enrichment Days

6 per academic Year

Year 10

Health	Finances	Diversity	History	Keeping Safe	Physical
<p>First Aid</p> <ul style="list-style-type: none"> • What are the 5 principles of first aid? • Preserve life. prevent the escalation of the illness or injury. promote recovery • Assessing a casualty, Airway, Breathing, Circulation • Recovery position • CPR <p>Purpose/principles - Concepts (e.g. chest compressions, rescue breaths)</p> <ul style="list-style-type: none"> • Practical skills 4 Defibrillators (AEDs) Being a donor – Science to inform choices • Blood donation • Stem cell donation Organ donation (and carrying a Donor Card) 	<p>Banking Challenge</p> <ul style="list-style-type: none"> *Financial education Income and expenditure *Credit and Debt - Repayment, interest and APR *Making informed choices *Borrowing products - Manageable and unmanageable debt *Saving 	<p>LGBTQ+ Respect Tolerance</p>	<p>National Memorial Arboretum – Staffordshire</p> <p>Maritime Museum – Liverpool</p> <p>Black History Month</p>	<p>Ten Ten theatre experience</p> <p>Keeping safe PREVENT CSE County Lines Knife crime</p>	<p>Snowdonia</p> <p>Map Skills</p>

Educational Enrichment Days

6 per academic Year

Year 11

Health	Keeping Safe	Careers	History	Wellbeing	
<p>First Aid</p> <ul style="list-style-type: none"> • What are the 5 principles of first aid? • Preserve life. prevent the escalation of the illness or injury. promote recovery • Assessing a casualty, Airway, Breathing, Circulation • Recovery position • CPR <p>Purpose/principles - Concepts (e.g. chest compressions, rescue breaths)</p> <ul style="list-style-type: none"> • Practical skills 4 Defibrillators (AEDs) Being a donor – Science to inform choices • Blood donation • Stem cell donation Organ donation (and carrying a Donor Card) 	<p>Keeping safe PREVENT CSE County Lines Knife crime (Ten Ten theatre experience)</p>	<p>Careers Fairs</p> <p>Engagement with colleges and employers</p> <p>CV writing</p> <p>Interview techniques</p> <p>Work experience</p> <p>*Earnings *Payslip *Tax *National insurance *Savings/Pensions *Welfare state (financial products and services, and how public money is raised and spent)</p>	<p>National Memorial Arboretum – Staffordshire</p> <p>Parliamentary Trip – London</p> <p>Black History Month</p>	<p>School Counsellor</p> <p>Coping with exam stress</p> <p>*Brain body and water *Dangers of energy drinks and too much Caffeine *Other ways to get energy *Stress buster methods *Sleep and consequences of no sleep *Importance of exercise</p>	

Impact of our curriculum:

- The knowledge that students gain will allow them to have better self-esteem and interpersonal relationships. Students will find that it can enhance their ability to study and so, achieve
- Personal Development will provide the students with the chance to sharpen their minds, strengthen their understanding and deepen their experience across the full range of topics
- Students are engaged and curious about the personal development topics
- More social awareness and charity work is instigated /led by student groups
- Students will develop into independent learners and take responsibility for their personal development learning
- The quality of debate and discussions that students have has improved
- Students are confident to make justified judgements about matters that impact upon them as a young person
- Students are able to articulate how they think the experiences they gain through school develop their understanding of matters and how it will help them in the future
- More students will take-up extra curricular activities
- More students will model the schools values
- Kickstart Academy promotes British Values and students understand what this means for them
- Kickstart Academy promotes diversity and equality
- Students will have increased awareness diversity through celebration of culture
- Students receive high quality careers information, education, advice and guidance, which benefits students in choosing and deciding on their next steps
- Personal development programme develops students' character - spiritually, morally, socially and culturally
- Students will grow to be confident and resilient young people
- Students will develop into responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adult

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation, and impact of the subject curriculum

Learning 4 Life - Personal Development within our curriculum

Personal Development	<p>The Learning 4 Life, Personal Development curriculum, at Kickstart Academy aims to support our students to develop in diverse aspects of life. We provide opportunities within our learning to enable our students to do this in several ways:</p> <ul style="list-style-type: none">• Responsible, respectful and active citizens – We support our students to grow into responsible, respectful, active citizens through the school’s charity work, community events and work experience.• Fundamental British Values – We cover all aspects of British Values within our curriculum and assemblies. We embed opportunities for students understand our British constitution such as celebrating the Queens Jubilee. We encourage students to join the school council and offer their views and opinions about school life.• Inclusive Environment – Our school is inclusive of individuals from all different backgrounds. We celebrate diversity within school and national festivals and events. This is covered through curriculum, collapsed timetable days and stand-alone events.• Character – Staff model exemplary behaviour and hold high expectations for our young people. We encourage students to use positive language and make good choices in relation to behaviour and their academic studies• Confidence, Resilience and Mental Health – Throughout the academic year we deliver lessons and workshops about looking after our mental health and supporting others. We implement strategies to help build students resilience with our students preparing them for future pathways.
Extra-Curricular & Enrichment	<p>We enjoy a range of enrichment opportunities, and we are always looking for new ways to enhance our classroom learning.</p> <p>Current enrichment opportunities:</p> <ul style="list-style-type: none">• Swimming• Football club• Science club• Art club• Maths club

	<ul style="list-style-type: none"> • Rewards trips • Enrichment trips • Local community activities • Recognition days of cultural festivals and national awareness days <p>Future enrichment opportunities we plan to develop:</p> <ul style="list-style-type: none"> • Maritime Museum – Liverpool • Parliamentary Visit – London • Residential Trip <p>These are non-exhaustive lists.</p>
Careers/Work Experience	
Work Experience Offer	<p>Students: During each academic year students in Year 10 and Year 11 will engage with one week of work experience. We aim to match students with employers and fields of work they have a keen interest in. The idea is that students can develop valuable skills and experience which can be shared on their CV's.</p> <p>Staff: Staff help prepare the students for their work experience placements. They travel with students on their initial visit and will have contact with the student and employer during the placement. Staff will help students to complete their work experience booklets.</p>
Cultural Capital	
Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Cultural Capital is embodied within the Learning 4 Life, Personal Development curriculum, through regular reference to how children are to learn skills and realise talents, develop character and resilience, and learn about British values, diversity and mental health & well-being, all of which are encouraging.</p> <p>At Kickstart Academy students are exposed to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.</p>

We recognise the importance of all aspects of the curriculum, measured in terms of exam grades, but are taking on a more holistic view of education that encompasses many angles.

This can be achieved in a multitude of ways, such as:

- Providing plenty of opportunities to explore new activities, through lunchtime and after-school clubs
- Teaching children about a wide variety of arts including literature and music
- Prioritising school trips
- Providing plenty of opportunities for questioning, curiosity and creativity