



Long Term Plan Enrichment

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos 'Excellence for All'	Anticipated misconceptio ns	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y12 HT1 -	Gateway to 6th Form	Starting the post 16 journey	-How can you manage your time -Belbin test -Setting goals and intentions	Gaining independenc e Ensuring one is able to set goals and meet them Assessing your own strengths and weaknesses Volunteering What do I have to offer?	Being independent does not mean being organised That there is not a way to 'train' yourself to study	Drugs and making responsible choices. Growth mindset	Spiral curriculum	Belbin test allows pupils to assess their own strengths and weaknesses - encouraging self autonomy Personal planning to succeed Carol Dweck	Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully Developing pupils' confidence, resilience and knowledge so that they can keep themselves healthy	Visiting speaker opportunity - The Warren Fix -Up Paul Hannaford - mentor and lecturer - drugs, gangs and prison.	The nine Belbin Team Roles are: Resource Investigator, Teamworker and Coordinator (the Social roles); Plant, Monitor Evaluator and Specialist (the Thinking roles), and Shaper, Implementer and Completer Finisher (the

	Creating your	Organisation	What				Action or Task roles).
	own pathway	Organisation	resources do				10(03).
			you need?				
			How do you save your				
			work?				
			Where do you				
			work?				
			Study environment				
	Time	How to					
	Management	review	Using former knowledge				
			Listening				
			Reading				
			Note taking Chunking				
			Churniking				
	Study Skills	Growth Mindset	Dweck's				
		7 mildset	growth				
			mindset, what				
			is it and how can it help				
			students				
			Programming				
			for success				
	Resilience	Coping with					
	and growth	stress	Relaxation				
	mindset		techniques Prioritisation				
			techniques				
			Morale				
	\A/orkin~	Dovision nort	boosters				
	Working relationships	Revision part 1	What is				
	with teachers		revision?				
			Forgetting				
			curve Learning and				
			memory				
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	Prepare to perform	Revision part 2	Techniques to engage your memory. Your revision plan and sticking to it Assessment requirements and format of exams Cramming techniques								
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HT2 Philosophy and Ethics	Why is there evil and suffering in the world? What happens after we die?	To explore the types and causes of evil and suffering from various religious and non-religious viewpoints To explore the various religious and	Discussion and debate To argue one point against another	Gaining independenc e Ensuring one is able to set goals and meet them Assessing your own strengths and weaknesses	Religions approach to death and morality	Citizenship focus	Spiral curriculum	Philosophy and ethics	Pupils' character - defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides	Visiting speaker opportunity - The Warren Fix -Up RESPECT ME Paul Hannaford - mentor and lecturer - drugs, gangs and prison.	Teaching, the law, human rights organisations, future proofing, green future, politics, unions.

What makes a moral life?	the various religious and	To be able to articulate what morality is	Volunteering What do I have to offer?			their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others	
Anti-racism	Why are some people lauded as heroes when they were slave owners? What and who makes a hero?						
Freedom		What are human rights?					
Ethics	To consider a variety of ethical questions.	Discussion and debate					

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HT3	RSE	Consent, date rape and sexual assault	To understand that the victim is never at fault. Explain how we can take preventative measures to protect ourselves and friends from danger as well as what the consequences can be for perpetrators as well as victims. Analyse why some people still find some of the ideas about sex and gender controversial and explain the issues non-cisgende red people may face today.	Respectful relationships, how to leave an abusive relationship safely, that pleasure is importance in sex. That gender and sex are two different things - gender is a social construct, whereas biological sex is genetic	That a victim of date rape or sexual asssault bears any responsibility for the assault.	Spiral curriculum is built on throughout KS3 and 4. Body shaming, self respect, friends and friendships, toxic friendships, gangs, grooming, sexting, the law. Anti bullying week	How to select appropriate contraception , reduce the risk of passing on STIs, how to travel safely abroad	Pupils understand how to keep physically healthy. Responsible, respectful and active citizens who are able to play their part. Pupils become confident, resilient citizens.	We aim to build pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy and physically healthy. We aim to ensure pupils' have an age-appropri ate understandin g of healthy relationships through appropriate relationships and sex education	Misogyny assemblies to supplement HT1 PSHE programme. Maddox Jones sessions to discuss anxiety/ment al health and wellbeing and addiction.	The Law, special services, NHS services, private and public sector

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Healthy and unhealthy relationships	Explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.				
Miscarriage and unplanned pregnancy	Explain the symptoms of miscarriage and why they may be hard to spot as well as the symptoms in the different stages of pregnancy and where further support can be found. Explain both the abortion and adoption process in detail as well as a person's legal rights and financial entitlements.				
Relationships and readiness for sex	Explain in detail using new key terminology				

why we to be re carefull do ever one nig stands a how we take the precaut ensure safe - b physica emotio	eally ly if we r have ght and e can e best tions to we are both ally and				
the sen provide GUM cl and wh	he le risks of eing in the ses d Explain Vices ed at linics here can go ther				
Toxic Explain masculinity wider se forms c views o are mas and fen Explain toxic masculi can dar the em	society our of what sculine minine. h how linity				

	range and mental health				
	of males.				