



'Excellence for All'

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 misconceptions	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 independence 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

	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 independence 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.

		non-religious viewpoints on the afterlife and form our own opinion		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	
	What makes a moral life?	To explore the various religious and non-religious viewpoints on morality and form our own opinion	To be able to articulate what morality is								
	Anti-racism	Why are some people lauded as heroes when they were slave owners? What and who makes a hero?									
	Freedom	To explore the human right to freedom of speech and how this may interfere with other human rights.	What are human rights?								
	Ethics	To consider a variety of ethical questions.	Discussion and debate								

		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								

			<p>why we have to be really carefully if we do ever have one night stands and how we can take the best precautions to ensure we are safe – both physically and emotionally.</p>								
		STIs and sexual health	<p>Explain in detail the possible health risks of NOT being tested in the two cases outlined above. Explain the services provided at GUM clinics and where people can go for further information.</p>								
		Toxic masculinity	<p>Explain how wider society forms our views of what are masculine and feminine. Explain how toxic masculinity can damage the emotional</p>								

			range and mental health of males.								
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