



JEP Youth Engagement

“DETERMINED to support young people to fulfil their potential”

Subject Overviews



JEP Youth Engagement

“DETERMINED to support young people to fulfil their potential”

Contents

1. **Mathematics** (P3-6)
2. **English** (P7-11)
3. **Health & Fitness** (P12-19)
4. **Occupational Studies** (P20-26)
5. **Art & Design** (P27-38)
6. **Humanities** (P39-41)
7. **Information & Communication Technology** (P42-43)
8. **Personal Development** (P44-47)
9. **Careers** (P48-50)

1. Mathematics

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

To create confident young people who make good progress to be able to integrate back into mainstream or the workplace.

To have a good skill set in Mathematics to be competent to be able to use the knowledge learnt in real life situations.

Curriculum Intent statement:

Our mathematics curriculum aims to be:

- a curriculum that is relevant for all young people
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- a curriculum that is streamlined and focussed for young people to show progress.

Our curriculum is shaped by these underlying principles:

- Develop fluent knowledge, skills and understanding of mathematical methods.
- Acquire, select and apply mathematical techniques to real life problems.
- Reason mathematically, make deductions, and draw conclusions.

Connection to the wider world: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

To have a good skill set in Mathematics to be competent to be able to use the knowledge learnt in real life situations such as budgeting, money skills, mortgages, time, measurements.

To be able to use these skills to follow their desired career path and to be able to function in society.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 & 8 (Foundation)	Calculations and Accuracy Integers, Powers and Roots Sequences and Functions	Lines, Angles and Shapes Fractions, Decimals and Simple Percentages Simplifying	Ratio and Proportion Measure Graphs	Perimeter Area – triangles and quadrilaterals Surface Area Fractions Decimals and Complex Percentages	Probability Volume Data Pie Charts Averages & Range	Data Continued Comparing Fractions Symmetry
Formal assessment		Numeracy Test		Unit Assessment		Unit Assessment
Year 9 & 10 (Development)	Calculations and Accuracy Best Buys Fractions Decimals Percentages	Expand Single Brackets Complex Percentage Change Solving Equations	Ratio and Proportion Speed Distance Time Density Mass Volume	Area & Circumference of Circles Compound Areas Volume of Cylinders	Area of Trapeziums and compound shapes Averages & Range	Data Graphs Conversion
Formal assessment		Unit Assessment		Unit Assessment		Unit Assessment

FOUNDATION		DEVELOPMENT	
Y7 & Y8		Y9 & Y10	
Key Concepts		Key Concepts	
Key Knowledge Numeracy Fractions Decimals Percentages Area and Perimeter	Key Skills Understand and use notation Place value Addition and Subtraction Multiplication and division Directed number Order of operations Time Measures Line and shape properties Perimeter and area Coordinates and shapes Factors, multiples and primes Comparing fractions Adding and subtracting fractions Angles Averages and range Tables and charts Collecting and representing data Proportion and word problems Fractions of amounts Fractions, decimals and percentages Theoretical probability	Key Knowledge Numeracy Fractions Decimals Percentages Area and Perimeter Algebra Units of Measure	Key Skills Percentages of amounts Percentage change Calculating with money Solving equations Sequences Ratio and scale drawings Significant figures Coordinates and mid-points Area and units Circles – area and circumference Factors, multiples and primes Nets and surface areas Volume Plotting graphs and finding equations Finding unknown angles Drawing and interpreting statistical diagrams Fractions review
End points Young people to be confident with the following areas: Numeracy, Fractions, Decimals, Percentages, Area and Perimeter.		End points Young people to be confident with the following areas: Numeracy, Fractions, Mixed Numbers, Decimals, Percentages, Percentages Change, Area and Perimeter, Introduction to Algebra, Units of Measure.	

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCFE Level 1	Number Skills and Rounding Decimals Percentages and Calculations	Fractions Probability Statistical Measures – Mean and Range	Perimeter and Area Collecting and Representing Data	Ratio and Proportion Properties of Angles and Shapes	Scale Diagrams, Measures and Algebra	Exam Preparation
Formal assessment		NCFE past paper questions		NCFE past paper questions		NCFE Level 1 exam
NCFE Level 2	Number Skills and Rounding Decimals Percentages and Calculations	Fractions Probability Statistical Measures – Mean and Range	Perimeter and Area Collecting and Representing Data	Ratio and Proportion Properties of Angles and Shapes	Scale Diagrams, Measures and Algebra Circumference and Area of a Circle	Exam Preparation
Formal assessment		NCFE past paper questions		NCFE past paper questions		NCFE Level 2 exam
GCSE Foundation	Number Skills and Rounding Decimals Percentages and Calculations Fractions	Probability Statistical Measures – Mean and Range Perimeter and Area	Collecting and Representing Data Ratio and Proportion Properties of Angles and Shapes	Scale Diagrams, Measures and Algebra Circumference and Area of a Circle	Algebra Standard Form Pythagoras Trigonometry Averages from tables Continuous Data	Exam Preparation
Formal assessment		GCSE past paper questions		GCSE past paper questions		GCSE exam

APPLICATION (Y10 & Y11)

APPLICATION (Y10 & Y11)					
NCFE Level 1		NCFE Level 2		GCSE Foundation	
Key Concepts		Key Concepts		Key Concepts	
Key Knowledge	Key Skills	Key Knowledge	Key Skills	Key Knowledge	Key Skills
Numeracy Fractions Decimals Percentages Area and Perimeter Units of Measure	Fractions, decimals and percentages Percentage change Theoretical and experimental probability Ratio Proportion word problems Speed and rate Distance time graphs Collecting and representing data Scatter graphs Grouped data	Numeracy Fractions Decimals Percentages Area and Perimeter Units of Measure	Fractions, decimals and percentages Percentage change Theoretical and experimental probability Ratio Proportion word problems Speed Distance time graphs Collecting and representing data Scatter graphs Grouped data Circles	Numeracy Fractions Decimals Percentages Area and Perimeter Units of Measure	Proportional reasoning Fractions Percentages Brackets, equations and inequalities, rearranging Sequences Standard form Angles in parallel lines and polygons Construction, Bearings and Loci Pythagoras Trigonometry Circles Surface area and volume Sampling and averages Graphs Compound measures Congruence and similarity
End points - Understand the numbers including calculations, numbers and the number system. - Understand measures, shape and space including common measures of money, time, temperature, distance, length, weight, capacity, and shape and position. - Understand handling data including data and statistical measures. Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.		End points - Understand the numbers including calculations, numbers and the number system. - Understand measures, shape and space including common measures of money, time, temperature, distance, length, weight, capacity, and shape and position. To be able to use and calculate circles and use the number pi. - Understand handling data including data and statistical measures. Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.		End Points - Evaluate the numbers system and the calculations, numbers and the number system. - Evaluate how measures, shape and space including common measures of money, time, temperature, distance, length, weight, capacity, and shape and position, can be used in real life contexts. - Understand and apply data including handling data and statistical measures. Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.	

2. English

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

To build foundational literacy, develop communication skills, and foster personal expression, while steadily preparing students for functional qualifications or GCSEs. It prioritises engagement, confidence, and adaptability to meet diverse needs, supporting both academic progress and social-emotional development.

Curriculum Intent statement:

- Provide a flexible, inclusive, and trauma-informed curriculum tailored to the individual needs of each learner.
- Prioritise literacy, oracy, and communication as essential life skills for future success, using Elklan informed approaches.
- Develop students' confidence, resilience, and self-expression through reading, writing, and speaking.
- Foster a love of reading through diverse, relatable, and accessible texts.
- Support re-engagement with education by building trust, relevance, and achievement into every learning experience.
- Ensure all students are prepared for accreditation pathways, including Functional Skills and/or GCSE English.
- Promote critical thinking, empathy, and personal reflection through meaningful exploration of texts and themes.
- Equip learners with the language and skills needed to navigate real-world contexts, relationships, and employment.

Hinterland statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

In our English curriculum, the hinterland is rich with stories, voices, and experiences that help students reflect their realities and challenge them to see beyond their immediate environment. Wider knowledge gained from a variety of texts enriches their learning, builds cultural capital, and fosters empathy, critical thinking, and self-awareness. By connecting core literacy skills to real-world narratives, we support our learners to grow not just academically, but as thoughtful, informed individuals.

KEY STAGE 3

TOPICS & FORMAL ASSESSMENT

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Year 7 (Foundation)	Billionaire Boy	Non-fiction extracts/transactional- CELEBRITIES	Gothic fiction	Oliver Twist	Introduction to Shakespeare	Human Rights
Formal assessment	Reading	Speaking and Listening	Writing	Reading	Writing	Speaking and Listening
Year 8 & 9 (Development)	Heroes and Villains	Non-fiction extracts/transactional- TRAVEL	Dystopian Fiction	Of Mice and Men	Pop and Poetry	The Curious Incident of the Dog in the night-time
Formal assessment	Reading	Speaking and Listening	Writing	Reading	Writing	Speaking and Listening

FOUNDATION		DEVELOPMENT	
Key Concepts		Key Concepts	
Key Knowledge	Key Skills	Key Knowledge	Key Skills
Billionaire Boy- <i>narrative structure, plot, themes (friendship/greed/loneliness), characters, comedy, author intent.</i> Non-fiction extracts/transactional-CELEBRITIES- <i>genre, audience, purpose, format, language devices.</i> Gothic fiction- <i>writing conventions, key literary features, themes, film/media.</i> Oliver Twist- <i>Context (Victorian London), characters, plot, themes (poverty/family/identity)</i> Introduction to Shakespeare- <i>Context (Elizabethan Era) language, play structure, theatre conventions, dramatic techniques</i> Human Rights- <i>speeches, debate, roles and responsibilities, historical figures, morality, balanced arguments.</i>	Reading: Read and understand a variety of fiction and non-fiction texts, including works from different cultures and time periods. Identify language techniques, structure, and form used by writers. Express personal opinions with evidence from texts. Learn key literary terminology. Build resilience and independence in approaching challenging texts. Writing: Write for a range of purposes and audiences (e.g. to argue, inform, entertain). Plan, draft, edit, and improve written work independently. Develop vocabulary and grammatical accuracy in writing. Use standard English in writing. Speaking and Listening: Use standard English in speech. Take part in discussions, debates, and presentations. Express personal opinions in spoken tasks. Listen actively and respond to others. Develop clarity, pace, and expression in speech.	Heroes and Villains- <i>character archetypes, media representations, narrative structure, morality.</i> Non-fiction extracts/transactional-TRAVEL- <i>genre, audience, purpose, format, language devices.</i> Dystopian Fiction- <i>writing conventions, juxtaposition, society, values, culture, key literary features, film/media.</i> Of Mice and Men- <i>Context (Great depression), themes (friendship/dreams/power), imagery, symbolism.</i> Pop and Poetry- <i>Structure, figurative language, comparison, pop culture, lyrics, personal expression, monologue.</i> The Curious Incident of the Dog in the night-time- <i>themes (honest/trust/independence), neurodivergence, the role of the narrator, symbolism, logic and order, theatre conventions, scriptwriting.</i>	Reading: Read and understand a variety of fiction and non-fiction texts, including works from different cultures and time periods. Identify and analyse language techniques, structure, and form used by writers. Express personal opinions with evidence from texts. Learn key literary terminology and apply it accurately in analysis. Build resilience and independence in approaching challenging texts. Writing: Write for a range of purposes and audiences (e.g. to argue, inform, entertain). Plan, draft, edit, and improve written work independently. Develop vocabulary and grammatical accuracy in writing. Use standard English confidently in writing. Speaking and Listening: Use standard English confidently in speech. Take part in structured discussions, debates, and presentations. Express personal opinions with evidence in spoken tasks. Listen actively and respond thoughtfully to others. Develop clarity, pace, and expression in speech.

End points

By the end of the year, students should be able to read and understand a variety of texts, including fiction, non-fiction, and poetry, and respond thoughtfully to them. They should also be able to write clearly and accurately for different purposes and audiences, using a range of vocabulary and grammatical structures. Additionally, students are encouraged to express their ideas effectively in discussions and presentations, laying a strong foundation for further study in English.

End points

By the end of year 9 students should be confident in reading and interpreting more challenging texts and to exploring themes, context, and authorial intent in greater depth. Their writing should show a clear voice, structure, and control of tone and style, and they should be able to express and justify ideas clearly in both written and spoken formats.

KEY STAGE 4

TOPICS & FORMAL ASSESSMENT						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT/ELEMENT	LEVEL 1 Speaking, Listening and Communication	LEVEL 1 Speaking, Listening and Communication	LEVEL 1 Reading prep	LEVEL 1 Writing prep	LEVEL 1 Reading and Writing revision	LEVEL 1 Re-sits
Formal assessment	SLC Presentation	SLC Discussion	Reading exam	Writing exam	Reading and writing exams	
UNIT/ELEMENT	LEVEL 2 Speaking, Listening and Communication	LEVEL 2 Speaking, Listening and Communication	LEVEL 2 Reading prep	LEVEL 2 Writing prep	LEVEL 2 Reading and Writing revision	LEVEL 2 Re-sits
Formal assessment	SLC Presentation	SLC Discussion	Reading exam	Writing exam	Reading and writing exams	

APPLICATION

Level 1

Key Concepts

Key Knowledge

Develop knowledge of the exam paper and the specific questions

Develop knowledge of the mark scheme
Revise subject terminology

Learn new subject terminology and challenging vocabulary

Understand a variety of different texts

Knowledge of how writers use textual features to capture the interest of readers.

Key Skills

Reading

Identify and understand the main points and details in straightforward texts

Recognise purpose, audience, and tone of a text

Understand organisational features (headings, bullet points, diagrams)

Use context to work out meanings of unfamiliar words

Make simple inferences and draw conclusions from text

Compare information and ideas from different sources

Writing

Write clearly and coherently for different purposes and audiences

Structure writing using paragraphs, headings, and bullet points where appropriate

Use grammar, punctuation, and spelling with reasonable accuracy

Use a range of sentence structures and connectives

Level 2

Key Concepts

Key Knowledge

Master knowledge of the exam paper and the specific questions

Develop knowledge of the mark scheme
Revise subject terminology and challenging vocabulary

Learn new subject terminology specific to level 2

Evaluate a variety of different texts

Analyse how writers use textual features to capture the interest of readers.

Key Skills

Reading

Identify and analyse the main ideas, details, and implied meaning in a range of texts

Compare information, ideas, and opinions from different sources

Evaluate the purpose, audience, and effectiveness of a text

Understand how language and structure affect meaning and impact

Interpret bias, fact vs. opinion, and persuasive techniques

Use inference and deduction to understand more complex information

Writing

Write clearly and effectively for a range of purposes and audiences

Organise ideas logically using paragraphs and cohesive devices (e.g. connectives, conjunctions)

Use accurate grammar, spelling, and punctuation consistently

Adapt tone, register, and style appropriately

Use a wide range of sentence structures and vocabulary

Plan, draft, proofread, and improve written work with attention to detail

Speaking and Listening

Take part in discussions, presenting ideas and responding thoughtfully

Use persuasive and purposeful language in spoken communication

Listen actively and respond appropriately to questions and contributions

	Plan, draft, proofread, and revise written work Present information in a logical sequence Speaking and Listening Take part in discussions and exchanges clearly and appropriately Respond to others and make relevant contributions Use appropriate language, tone, and register for the situation Ask and answer questions to develop understanding Follow and understand the main points of discussions Demonstrate listening skills and clarify information when needed		Express and explain ideas clearly, adapting speech for audience and purpose Contribute to group discussions, managing turn-taking and maintaining focus Clarify and challenge points of view when appropriate Use formal and informal language effectively depending on context
End points Young people will confidently learn how to navigate the reading, writing and speaking and listening units of Functional Skills Level 1, including, audience and purpose, organisational and textual features, inference and deduction, as well as comparison. They will also be able to confidently research topics, prepare presentations and speak in front of an audience.		End points Young people will confidently learn how to navigate the reading, writing and speaking and listening units of Functional Skills Level 2, including, analysis, comparison, evaluation and bias in texts. They will also be able to present ideas using persuasive and purposeful language consistently, as well as challenge others' points of view and justify choices.	

3. Health & Fitness

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our PE and Health curriculum is designed to develop confident, resilient, and physically literate young people who understand the value of leading a healthy, active lifestyle. Over the course of five years, our vision is for students to build the competence and confidence to take part in a wide variety of physical activities, maintain regular participation, and develop a deep understanding of how physical health contributes to overall wellbeing. We aim to equip students with the knowledge, skills, and motivation to be physically active for life.

Curriculum Intent statement:

At JEP Youth Engagement, our Key Stage 3 PE and Health curriculum provides students with inclusive and engaging opportunities to develop their physical competence across a broad range of sports and activities. These include football, gym, basketball, badminton, table tennis, cycling, cricket, and tennis.

The curriculum is underpinned by three core concepts:

- Developing the competency to excel in a broad range of physical activities
- Being physically active for sustained periods of time
- Improving knowledge of health and wellbeing

Our alternative provision recognises and supports the individual needs of each learner. We use sport and health education not just to develop physical skills, but also to promote positive behaviour, boost self-esteem, and build life skills such as teamwork, resilience, and emotional regulation

Connection to the wider world statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

Our PE and Health curriculum helps students make meaningful connections between their physical education and the wider world. Lessons are enriched with discussions on the impact of physical activity on mental health, personal development, and long-term wellbeing. Students gain an understanding of how regular exercise supports both physical and emotional health and explore how sport plays a role in shaping culture, community, and identity. By learning through experience and context, our students build a foundation for making informed lifestyle choices both now and in the future.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 & 8 (Foundation)	Football (B) Football (S)	Basketball (B) Gym (S)	Gym (B) Basketball (S)	Badminton/ TT (B) TT/Badminton (S)	Football (B) Cycling (S)	Cricket (B) Tennis (S)
Formal assessment						
Year 9 & 10 (Development)	Football (B) Football (S)	Basketball (B) Gym (S)	Gym (B) Basketball (S)	Badminton/TT (B) TT/Badminton (S)	Football (B) Cycling(S)	Cricket (B) Tennis (S)
Formal assessment						

FOUNDATION		DEVELOPMENT	
Y7 & Y8		Y9 & Y10	
Key Concepts – Develop competency to excel in a broad range of physical activities/ Be physically active for sustained periods of time/Improving knowledge of Health and wellbeing		Key Concepts – Outwitting an opponent/ Be physically active for sustained periods of time/Improving knowledge of Health and wellbeing	
Key Knowledge – Learning the 3 parts of a warmup (pulse raiser, stretches, practice) Knowing how and when to use the variety of skills in isolation Learning the rules of the game Learn the muscle groups and major bones in the body Learning how to improve muscular strength and endurance through sets and reps M/E – (Lower weights/higher reps) M/S – (Higher weights/lowers reps) How to improve cardiovascular fitness Learn the rules of badminton, scoring system begin to understand the different lines on the court. Know how to grip the racket for different shots Begin to understand strategies Learn the rules of table tennis Learn the correct grip Understand scoring system Begin to understand strategies Road safety Understand the need for safety equipment Planning routes Learning the basic the rules of cricket How to grip the ball Learn how and when to play different types of shot. The different types of fielding and catching	Key Skills – Pulse raiser – Different types of stretches (static/dynamic) Short passing Shooting Dribbling Game play Passing (bounce pass, chest pass) Dribbling Shooting Lay up applying the rules of the game Game play Free weights and machines – Bicep curls, Tricep dips, Leg extensions, Running machine exercises (times and zone son the machine settings) – Use of incline and speed settings Serve (short and long) Over head shots - Clear and drop (focus on the difference) - Smash - Net shots Match play Serve Forehand and back shots Forehand (top spin) Block shot Match play	Key Knowledge – Applying the 3 main parts of a warmup – Leading others in a warmup Can referee a game and apply the corrects rules Begin to apply correct type of skill in a game situation Learning the importance possession, attacking and defensive plays. Learn the different joint movements. How muscles and bones work together to provide movement. Learning and Applying the Principles of training Frequency Intensity Time Type Applying the correct shot selection in a game situation and know how to perform each shot Applying the correct shot selection in a game situation and know how to perform each shot Know how to apply tactics and strategies in game play. Road safety Understand the need for safety equipment Planning routes Knowing how to apply the correct bowling style and batting shots in a game situation (correct shot selection)	Key Skills – Pulse raiser – Different types of stretches (static/dynamic) Long passing Turns (Cruyff, inside and outs outside) Shooting with both feet 3 v 3 match play 3 v 1 (tactical, positional) Defending Passing (bounce, chest, javelin) 3-point shooting Dribbling away form an opponent (1 v 1 game play) 3 v 3 game situations Training methods – Continuous training Weight training Interval training Applying the principles of training – FITT Recap – Serving- Smash - Clear and drop Backhand serve Forehand and backhand shots Net to net Net clear Underarm clear shot (forehand and backhand) Spin shots Topspin Backspin Slice Forehand and backhand

Learn the basic rules of tennis and scoring systems Learn how to perform a basic rally	How to change gears, incline and decline Braking systems Distance challenges Bowling (grip, leading arm, release, no.6 action, follow through) Batting (stance, forward defence, front drive, pull) Fielding (long barrier, catching – cup and hand sup) Throwing and accuracy (under arm and over arm) Game play Grip Serve (under arm) Forehand shots Rallying Game ideas (run around) Game play	Applying the correct tactics to a game situation Learn how to umpire a game of cricket Applying the correct tactics to a game situation Begin to use correct strategies, working out opponent's weaknesses. Know how to move an opponent around the court	How to change gears, incline and decline Braking systems Increasing distances Using routes on different terrains Speed challenges Bowling - Spin - Swing - Line and length bowling Batting Shot selection Backfoot defence Leg glance Sweep Cut Game play Umpiring Volley Over arm serve Backhand (one or two handed) Singles and doubles 1 v 1 2 v 2
End points – - To know the rules in different sports - Increase confidence of the set of skills of each sporting activity - Improve knowledge of basic muscles/bone groups - Increase knowledge of how to improve overall fitness		End points – - Be able to apply the rules in differing sporting activities taking on the role of an official. - Use the correct skills in game situations - Apply different principles of training to help improve fitness - Use knowledge of how to improve fitness in	

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our Key Stage 4 PE and Health curriculum is designed to support students in becoming independent, health-conscious individuals who are motivated to sustain an active lifestyle beyond school. We aim to provide meaningful and accessible experiences that promote lifelong participation in physical activity, while also reinforcing the connection between physical and mental wellbeing. Through a supportive and flexible approach, we empower students to take ownership of their own health and make informed lifestyle choices.

Curriculum Intent statement:

At Key Stage 4, the PE and Health curriculum at JEP Youth Engagement focuses on enabling students to be physically active for sustained periods of time and to lead a healthy, active lifestyle. The programme continues to offer a broad range of activities including football, gym-based fitness, cycling, table tennis, badminton, basketball, and other accessible sports, with an emphasis on regular participation, fitness improvement, and personal goal setting. Students explore the long-term benefits of physical activity, nutrition, and mental wellbeing, while also building self-discipline, motivation, and a sense of responsibility for their own health. The curriculum is designed to be inclusive, supportive, and adaptable to meet the needs of each individual, ensuring all learners can find value and enjoyment in physical activity.

Connection to the wider world statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

The Key Stage 4 PE and Health journey deepens students' understanding of how physical activity influences their future health, employment prospects, and overall quality of life. Lessons encourage learners to reflect on personal lifestyle choices, explore societal attitudes towards fitness and wellbeing, and consider the barriers to leading a healthy life. Through practical and theoretical exploration, students gain real-world knowledge and transferable skills that will support them beyond school—whether in work, further education, or daily life.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT/ELEMENT	Football (B) Football (S)	Basketball (B) Gym (S)	Gym (B) Basketball (S)	Badminton/TT (B) TT/Badminton (S)	Football (B) Cycling(S)	Cricket (B) Tennis (S)
Formal assessment						

APPLICATION (Y11)

UNIT

Key Concepts - Be physically active for sustained periods of time/Lead a healthy active lifestyle

Key Knowledge –

Applying the 3 main parts of a warmup – Leading others in a warmup

Can referee a game and apply the correct rules
Begin to apply correct type of skill in a game situation

Learning the importance possession, attacking and defensive plays.

Learn the different joint movements.
Learn how to lead a healthy active lifestyle
How muscles and bones work together to provide movement.

Learning and Applying the Principles of training

Frequency

Intensity

Time

Type

Applying the correct shot selection in a game situation and know how to perform each shot

Applying the correct shot selection in a game situation and know how to perform each shot
Know how to apply tactics and strategies in game play.

Road safety

Understand the need for safety equipment

Planning routes

Knowing how to apply the correct bowling style and batting shots in a game situation (correct shot selection)

Applying the correct tactics to a game situation

Learn how to umpire a game of cricket

Applying the correct tactics to a game situation

Begin to use correct strategies, working out opponents' weaknesses.

Know how to move an opponent around the court

Key Skills –

Pulse raiser –
Different types of stretches (static/dynamic)

Long passing
Turns (Cruyff, inside and outside)
Shooting with both feet
3 v 3 match play
3 v 1 (tactical, positional)
Defending
Game play

Passing (bounce, chest, javelin)
3-point shooting
Dribbling away from an opponent (1 v 1 game play)
3 v 3 game situations
Game play

Learn the 7 components of a balance diet

Training methods –
Continuous training
Weight training
Interval training
Applying the principles of training –
FITT

Recap – Serving – Smash - Clear and drop

Backhand serve
Forehand and backhand shots
Net to net
Net clear
Underarm clear shot (forehand and backhand)
Game play

Spin shots
Topspin
Backspin

	Slice Forehand and backhand Game play How to change gears, incline and decline Braking systems Increasing distances Using routes on different terrains Speed challenges Bowling - Spin - Swing - Line and length bowling Batting Shot selection Backfoot defence Leg glance Sweep Cut Game play Umpiring Volley Over arm serve Backhand (one or two handed) Singles and doubles 1 v 1 2 v 2
End points – - To increase physical fitness through game play - Apply all the skills learnt in a game situation - Master the knowledge of how to improve fitness	

Exercise Studies ONLY (Key Stage 4)

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our vision for Exercise Studies at Key Stage 4 is to inspire all students to lead active, healthy lifestyles by developing their knowledge, skills, and passion for physical activity, fitness, and wellbeing.

Curriculum Intent statement:

The intent of our Key Stage 4 NCFE Exercise Studies curriculum is to provide a purposeful and inclusive pathway that engages learners in the world of physical activity, fitness, and health.

Hinterland statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

Through exploring concepts like the Four 'Ss' of fitness (strength, stamina, speed, and suppleness), the components of a balanced diet, and the body's energy systems, students gain more than just practical health knowledge—they begin to understand how their daily choices shape their physical, mental, and emotional well-being over time.

TOPICS & FORMAL ASSESSMENT

	Autumn 1 (Unit1)	Autumn 2 (Unit1)	Spring 1 (Unit2)	Spring 2 (Unit2)	Summer 1 (Unit3)	Summer 2 (Unit3)
NCFE LEVEL 1	Health and fitness Factors affecting fitness Dietary requirements	Basic anatomy and physiology Effects of exercise	Planning a safe exercise session Safety Checks Footwear and clothing	Exercising safely Avoiding exercises that cause injury	Completing your fitness profile Designing your exercise programme	Completing your 3-week exercise programme Evaluating your 3-week exercise programme.
Formal assessment		Booklet & Multiple-choice questionnaire		Booklet & Multiple-choice questionnaire		Booklet & 3-week training programme

APPLICATION (Y10 & Y11)

UNIT 1		UNIT 2		UNIT 3	
Key Concepts - Basics of health and fitness, the factors that affect fitness, basic anatomy and physiology, dietary requirements and the effects of exercise on your body.		Key Concepts – Safety when exercising, what you should wear and how to avoid exercises that can cause harm or injury.		Key Concepts – learn how to complete a fitness profile and how to develop your own exercise programme.	
Key Knowledge	Key Skills	Key Knowledge	Key Skills	Key Knowledge	Key Skills
Four 'S's' of fitness. What Health and fitness is. Basic principles of diet Breakdown of a good diet Balanced diet, energy from food, energy equation, modern trends, recommended guidelines. Immediate effects, long-term effects, introduction to energy systems.	Use of speed strength stamina and suppleness. Diet - recommended quantities of components The use of carbohydrates, fats, proteins, vitamins, minerals, fibre and water) in balanced or performance diet. Usage of the 3 main energy systems for exercise and performance.	Components of a safe exercise session (warm up, main activity and cool down). General Health. Specific injuries/health problems Specific sports injuries. Warm up - mobility, pulse raising and stretching exercises. Main activity - develop stamina and strength. Cool down - guidelines for safe stretching, relaxation exercises. Correct posture for chosen activities. Variety of activities to help avoid injury.	Warm up – pulse raiser, stretching, mobility. Performing exercises safely using the correct posture and weight. Cool down- lowering heart rate, stretching.	Basic Measurements for fitness testing including Heart rate, Resting heart rate, Height, Weight, BMI. How to measure dynamic tests for Strength, Suppleness and Stamina. Planning a specific Fitness programme. Setting targets related to goals of fitness programmes. How to Re-test and analyse How to apply the components of FITT and SPORT in a programme.	Use of different measurement equipment for Fitness testing scores. Use of different measurement equipment for dynamic testing. Identifying possible improvements by comparing test results.
End points		End points		End Points	
- Identify types of exercise activities - Identify reasons for exercise - State components of fitness - Outline how a range of factors affect fitness - Identify nutritional guidelines - Identify dietary requirements - Outline basic anatomy and physiology - Identify effects of exercise on anatomy and physiology		- Plan a safe exercise session - Carry out safety checks of the exercise environment - Identify and follow safe dress and footwear recommendations - Demonstrate safe and effective techniques during exercise activity - Outline the structure and content of a safe exercise session - Suggest recommendations for pre-exercise screening - Describe Health and Safety considerations for exercise activities - Identify features and importance of correct clothing and footwear for exercise activities - Identify the correct posture for a range of activities - Distinguish between controversial/contra-indicated exercises		- Complete a personal fitness profile including static fitness tests - Design an appropriate personal training programme - Follow the personal training programme - Measure and record changes to fitness profile - Assess the effectiveness of the chosen programme - Recommend changes to the chosen programme - Identify the content of a personal fitness profile - Explain how to measure fitness components - Suggest exercise activities to improve each component of fitness - Explain the SPORT principles of exercise - Define FITT principles - Explain how to evaluate the effectiveness of a personal training programme	

4. Occupational Studies

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision:

To inspire all students to become creative, confident problem-solvers who can design and make high-quality products, applying technical knowledge and practical skills.

Curriculum Intent statement:

Our intent is to provide an engaging Design and Technology curriculum that equips students with the knowledge, skills, and creativity to design and make high-quality products. We aim to:

- Inspire curiosity and problem-solving through practical, hands-on learning.
- Develop technical knowledge in materials and joining methods.
- Encourage creativity and resilience in designing and making.
- Teach safe and effective use of tools, equipment, and processes.

Connection to the wider world statement:

Many students who study construction at JEP are inspired to continue along a construction pathway as part of their post-16 education plan. The local construction industry in and around Manchester is thriving offers students a fantastic opportunity to work within an exciting industry whilst also offering future employment and financial stability.

TOPICS & FORMAL ASSESSMENT						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 & 8 (Foundation)	Introduction to hand tools, marking out, cutting and joining timber. (Make a small foot stool). Learn to follow plans and mark out timber from a drawing.		*Depending on prior knowledge Develop manufacturing skills by designing and adapting a project related to nature. (Bird/Bat box, Bird feeder etc) Start to adapt a drawing so YPs begin to produce their own drawing plans.		*Depending on prior knowledge Design and make a product to help solve a problem. Provide YPs with a selection of design contexts and support them in making a solution. This unit of work provides YPs with a way to apply all learning to date.	
Formal assessment	Annotated photographic evidence of: Straight cuts, angled cuts, butt joints, profile cuts and finishing techniques. Annotated sketches/photos/practical work.		Term 1 assessment, plus 2D plans to show how a product can be made. YPs will then follow these plans and evaluate if they had enough information on for someone else to make. Assessment for this work is in the form of annotated sketches/photos/practical work.		Term 1 and 2 plus design work related to unpicking a design context. Once YPs have chosen their context they will find a design need and work to design and make a solution that solves a problem they have found. Annotated sketches/photos/practical work.	
Year 9 (Development)	*Depending on prior knowledge - <i>recap on foundation skills to ensure that YPs can access the curriculum. If there are gaps in knowledge and skills, a project from the foundation years can be amended to suit the person needs of the YP.</i> Design and make a product to help solve a problem that must include a mechanism. Provide YPs with a selection of design contexts and support them in making a solution.		*Depending on prior knowledge Follow plans that will be provided to make a small garden bench. Limited support will be given to the students with this task; application of all knowledge will be tested within this project. Student must sketch each part of the bench in their workbook and dimension the drawing to confirm they know the length each part should be.		*Depending on prior knowledge	
Formal assessment	Once YPs have chosen their context they will find a design need and work to design and make a solution that solves a problem they have found. Assessment for this work is in the form of annotated sketches/photos/practical work.		Assessment for this work is in the form of annotated sketches/photos/practical work. Photos must show how the mark has been marked out, cut and joined. Once made, a photo of the bench in use must be included in the student workbook.			

FOUNDATION		DEVELOPMENT	
Y7 & Y8		Y9	
Key Concepts Introduction to making and design		Key Concepts Developing designs to solve a problem	
Key Knowledge Students will know how to: - Marking out - Cutting accurately - Apply a finishing technique to timber - Draw part of a project they are making in 2D - Develop a product from a context	Key Skills Students will be able to: - Mark lines using a ruler to the nearest mm - Mark right angles using a square - Mark a given angle - Cut on the waste side of any given line to within 2mm - Sand timber safely in the direction of the grain - Apply a wax finish to timber to enhance the work - Draw a 2D view of a face/side of a part that needs to be made - Explore ways to find problems within Design Contexts - Sketch 2D drawings of something that can be made from pine - Draw 2D sketches to show how two parts may be joined together	Key Knowledge Students will know how to: - Marking out - Cutting accurately - Apply a finishing technique to timber - Draw part of a project they are making in 2D - Develop a product from a context - Use a mechanism to make a product have a moving part - Dimension drawing	Key Skills Students will be able to: - Mark lines using a ruler to the nearest mm - Mark right angles using a square - Mark a given angle - Cut on the waste side of any given line to within 2mm - Sand timber safely in the direction of the grain - Apply a wax finish to timber to enhance the work - Draw a 2D view of a face/side of a part that needs to be made - Explore ways to find problems within Design Contexts - Sketch 2D drawings of something that can be made from pine - Draw 2D sketches to show how two parts may be joined together - Incorporate a mechanism into a project to enable a part to move. - Draw leading lines from a 2D sketch and annotate the length
End points Confidently draw a 2D view of a part that is needed to make a timber product. Marking out, cutting, joining and finishing should all be done with appropriate accuracy and confidence.		End points - Confidently draw a 2D view of a part that is needed to make a timber product. Marking out, cutting, joining and finishing should all be done with appropriate accuracy and confidence. - Work from a design context to find a solution to a problem, draw what could be made using 2D sketches that show dimensions.	

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

To equip students with practical construction skills, safe working practices, and an understanding of the built environment, inspiring them to create, build, and shape their future with confidence.

Curriculum Intent statement:

Our NCFE [Occupational Studies Level 1](#) curriculum and [Level 2](#) curriculum aims to equip students with the practical skills, technical knowledge, and understanding of the construction industry needed for further study and employment.

Connection to the wider world: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

Many students who study construction at JEP are inspired to continue along a construction pathway as part of their post-16 education plan. The local construction industry in and around Manchester is thriving offers students a fantastic opportunity to work within an exciting industry whilst also offering future employment and financial stability.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10 UNIT/ELEMENT	See Unit 13 – Carpentry Skills The learner will: 1. Know about hand tools used in carpentry 2. Be able to use face and edge marks 3. Be able to saw to a line 4. Be able to plane timber 5. Be able to use a chisel		See Unit 9 Developing Bricklaying Skills The learner will: 1. Know the hand tools used in basic bricklaying processes 2. Know the materials used in basic bricklaying processes 3. Know the personal protective equipment (PPE) used in basic bricklaying processes 4. Be able to apply safe working practices to produce half-brick walling		JEP Construction Academy The learner will: 1. Build a wooden stud wall using CLS timber 2. Add plaster board to both sides of the wall 3. Cut out for a wall socket and fit a socket to the wall 4. Fill the dry wall screw holes and make smooth (wall prep) 5. Paint half a wall on each side of the board 6. Wallpaper half a wall 7. Tile half a wall 8. Fit a dado rail and skirting board to the board 9. Add a board to make the floor of the 'wall' 10. Tile and grout the floor 11. Add laminate flooring and beading to the 'floor'	
Y10 Formal assessment Assessment for this work is in the form of annotated sketches/photos/practical work. There MUST be a photo with clear annotation to evidence each point.	The learner can: 1.1 Identify basic hand tools used in carpentry 1.2 State the use of basic hand tools used in carpentry 1.3 Indicate the condition of tools before use 2.1 Demonstrate how to use face and edge marks 2.2 Indicate why face and edge marks are used in carpentry		The learner can: 1.1 List and describe appropriate hand tools to be used in basic bricklaying processes 2.1 List and describe appropriate materials to be used in basic bricklaying processes 3.1 List and describe appropriate PPE to be used in basic bricklaying processes		The learner can: 1. Build a wooden stud wall using CLS timber 2. Attach plasterboard to both sides of the stud wall 3. Cut out openings for wall sockets and fit electrical sockets securely 4. Fill drywall screw holes and prepare the surface smooth for finishing	

	3.1 Mark timber square 3.2 Saw timber square to a line 3.3 Mark to a given angle 3.4 Saw timber square to a given angle 4.1 Identify a plane for a given task 4.2 Set a plane for use 4.3 Plane timber flat 5.1 Mark out the timber working from the face and edge 5.2 Saw down to the required depth 5.3 Remove the timber with the chisel	4.1 Select and use hand tools safely to lay bricks in stretcher bond, minimum 7 bricks in length, minimum 5 courses high, with one stopped end	5. Paint half of the wall on each side of the plasterboard 6. Apply wallpaper to half of a wall section 7. Tile half of a wall section with appropriate technique 8. Fit a dado rail and skirting board neatly to the wall 9. Construct a floor baseboard for the wall structure 10. Tile and grout the floor area properly 11. Install laminate flooring and attach beading to finish the floor
Y11 UNIT/ELEMENT YEAR 11 FOLLOW THE SAME START AS Y10 TO GAIN FOUNDATION KNOWLEDGE	<u>Unit 13 – Carpentry Skills</u> The learner will: 1. Know about hand tools used in carpentry 2. Be able to use face and edge marks 3. Be able to saw to a line 4. Be able to plane timber 5. Be able to use a chisel	<u>See Unit 8 – Performing Brickwork Operations</u> The learner will: 1. Know the hand tools and materials commonly used to perform brickwork tasks 2. Understand the important health, safety and welfare issues associated with brickwork tasks 3. Be able to apply safe working practices to the setting out and construction of brickwork to given specifications	<u>See Unit 47 – Working in a team</u> The learner will: 1. Understand the advantages and disadvantages of having a team complete a task 2. Understand the behaviours needed for effective teamwork 3. Be able to recognise the strengths, skills and experiences of team members 4. Be able to agree roles and responsibilities within the team in relation to a given task 5. Be able to work positively as a member of a team 6. Be able to reflect on the performance of a team
Y11 Formal assessment Assessment for this work is in the form of annotated sketches/photos/practical work. There MUST be a photo with clear annotation to evidence each point.	1.1 Identify basic hand tools used in carpentry 1.2 State the use of basic hand tools used in carpentry 1.3 Indicate the condition of tools before use 2.1 Demonstrate how to use face and edge marks 2.2 Indicate why face and edge marks are used in carpentry 3.1 Mark timber square 3.2 Saw timber square to a line 3.3 Mark to a given angle 3.4 Saw timber square to a given angle 4.1 Identify a plane for a given task 4.2 Set a plane for use	1.1 Identify the hand tools used to perform brickwork tasks 1.2 Select the hand tools required to perform given brickwork tasks 1.3 Identify the materials used to perform brickwork tasks 1.4 Select the materials required to perform given brickwork tasks 2.1 Identify the personal protective equipment (PPE) and safe working practices used to perform brickwork tasks 2.2 Explain the selection of the PPE and safe working practices to be used in given brickwork tasks	1.1 Assess the benefits and drawbacks of having a team complete a task 2.1 Explain the behaviours that contribute to effective team performance 2.2 Explain likely consequences of team members not adhering to these behaviours 2.3 Outline ways in which teams can encourage effective behaviours 3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 Assess relevant strengths, skills and experiences of other team members

4.3 Plane timber flat 5.1 Mark out the timber working from the face and edge 5.2 Saw down to the required depth 5.3 Remove the timber with the chisel	3.1 Identify the correct bonding arrangements to be used in the construction of brickwork 3.2 Set out brickwork to given dimensions with some guidance and supervision 3.3 Produce brickwork to given specifications	4.1 Negotiate with other team members the roles and responsibilities of each member of the team 4.2 Describe how each role contributes to the team's objectives and the completion of the team task 5.1 Contribute relevant ideas and identify relevant suggestions from others 5.2 Contribute to a team plan to solve a problem 5.3 Share skills and knowledge with others 5.4 Offer help, support or advice to team members when appropriate 5.5 Respond positively to advice and constructive criticism 5.6 Follow an agreed plan to complete a task on time
---	---	---

APPLICATION (Y10 & Y11)

UNIT		UNIT		UNIT	
Key Concepts Joiner and Carpentry		Key Concepts Brickwork		Key Concepts Teamwork	
Key Knowledge	Key Skills	Key Knowledge	Key Skills	Key Knowledge	Key Skills
- Names of basic carpentry hand tools - Uses of each basic hand tool - How to check tools are in safe and good condition before use - How to mark face and edge sides correctly on timber - Why face and edge marks are important for accuracy in carpentry	- Identifying basic carpentry hand tools - Stating the correct use of each hand tool - Checking and assessing the condition of tools before use - Marking timber correctly using face and edge marks - Explaining the importance of face and edge marks for accurate carpentry work	- Names and uses of hand tools used in brickwork - Types and purposes of materials used in brickwork - Key health, safety, and welfare considerations when performing brickwork tasks - Safe working practices for setting out brickwork - Safe working practices for constructing brickwork to given specifications	- Identifying and selecting appropriate hand tools for brickwork tasks - Choosing suitable materials for different brickwork activities - Recognising and following health, safety, and welfare procedures in brickwork - Setting out brickwork accurately to given specifications - Constructing brickwork safely and correctly according to specifications	- Advantages and disadvantages of working in a team - Behaviours required for effective teamwork - How to recognise the strengths, skills, and experiences of team members - How to agree roles and responsibilities within a team for a given task - Ways to work positively as a team member - How to reflect on team performance to improve future teamwork	- Identifying advantages and disadvantages of team working - Demonstrating behaviours needed for effective teamwork - Recognising strengths, skills, and experiences of team members - Agreeing roles and responsibilities within a team - Working positively and cooperatively as a team member - Reflecting on team performance to identify improvements
End points		End points		End Points	
Students can accurately name and identify basic carpentry hand tools		Students can name and identify hand tools used in brickwork and state their uses		Students can explain the advantages and disadvantages of working in a team	

• Students can explain the use and purpose of each basic hand tool • Students can check and assess tools to ensure they are safe and in good condition before use • Students can demonstrate correct marking of face and edge sides on timber • Students can explain why face and edge marks are used to ensure accuracy in carpentry tasks	• Students can identify different types of materials used in brickwork and explain their purposes • Students can explain key health, safety, and welfare considerations when carrying out brickwork tasks • Students can demonstrate safe working practices when setting out brickwork • Students can demonstrate safe working practices when constructing brickwork to given specifications	• Students can identify behaviours that contribute to effective teamwork • Students can recognise and describe the strengths, skills, and experiences of team members • Students can agree and allocate roles and responsibilities within a team for a specific task • Students can demonstrate positive teamwork behaviours as an active team member • Students can reflect on team performance and suggest ways to improve future teamwork
--	---	--

5. Art & Design

KEY STAGE 3/4 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Through Art

Our 5-year Art curriculum is designed to inspire creativity, build confidence, and provide every young person with a meaningful way to express themselves. We believe that every young person, regardless of their starting point, deserves access to a rich and creative education.

We build on prior knowledge from Key Stage 2, addressing gaps and misconceptions early, while steadily increasing challenge and independence. In Years 7 and 8, the young people will explore a wide range of techniques, materials, and artists that stretch their thinking and practical skills. Years 9 and 10 becomes a key foundation year, deepening creativity and consolidating the pillars of art knowledge: practical skill, idea development, cultural context, and reflection.

By Year 11, the young people are ready to take ownership of their creative journey, pursuing personal ideas through NCFE Art.

Throughout, we place a strong focus on engagement, wellbeing, and pride in personal progress, helping our young people to develop resilience, self-belief, and an appreciation of the arts.

Art is not just a subject—it's a safe space to be seen, heard, and valued.

Curriculum Intent statement: Why We Teach Art in Our Alternative Provision

Our Art curriculum is designed to:

- Support self-expression and provide an outlet for emotion, identity and creativity.
- Build practical and transferable skills in drawing, painting, mix media sculpture, textiles and graphic design.
- Promote personal growth, confidence and a sense of achievement through creative success.
- Expand the young peoples' cultural awareness and understanding of the wider world.
- Prepare the young people for NCFE/GCSE qualifications.

We create a calm, structured, and supportive environment where all young people to feel safe to experiment, make mistakes, and develop their voice. Art offers an alternative way to learn, to connect with others, and to build trust in themselves and their abilities. Our goal is for every young person to leave with not only improved artistic skills, but also a deeper sense of who they are, where they've come from, and what they're capable of becoming.

Hinterland statement: Adding Depth and Meaning to the Art Curriculum

In our Art lessons, the young people learn more than just techniques—they discover the stories, cultures, and ideas behind the artwork, to bring the subject to life and give learning meaning.

They are introduced to:

- Artists from different backgrounds, identities, and time periods.
- Art linked to real-world themes like identity, protest, belonging, and wellbeing.
- How creative work connects to history, community, and personal experience.

This approach helps students:

- See that art can tell powerful personal and social stories.
- Understand the role of creativity in making sense of the world.
- Build empathy, curiosity, and pride in their own voice and perspective.

For many of our learners, art is more than a subject—it's a way of being understood. Through rich and meaningful content, we offer every student the chance to feel connected, inspired, and empowered.

TOPICS & FORMAL ASSESSMENT						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 & 8 (Foundation)	Formal Elements	Pop Art Graphics	Pop Art 3D Studies	Pop Art Painting and Drawing	Pop Art Textiles/Mixed Media	Pop Art Textiles/Mixed Media
Formal assessment	Line, shape, colour, tone, texture, space.	Using Pop Art styles to express emotion and mood through design.	Exploring personal identity through Pop Art form.	Observational drawing and stylised composition inspired by food and Pop Art.	Applying Pop Art visuals to textile-based and mixed media outcomes.	Final outcome & formal assessment – combining techniques and personal creativity.

Year 9 & 10 (Development)	Portraits Formal elements Drawing and Painting	What is a Self- Portrait? Drawing and Painting	Street Art Mixed Media	Street Art Mixed Media	Who Am I? Mixed Media Experimental	Who Am I? Mixed Media Experimental
Formal assessment	Introduction to portraiture using formal elements – proportion, shape, tone.	Sketchbook. Studies exploring identity and personal expression through self-portrait techniques.	Sketchbook. Studies understanding street art history, artists and styles.	Creating original street art-inspired pieces exploring identity and message.	Personal response project – using chosen materials to explore identity.	Completion of final outcome, combining learned techniques with personal concept

FOUNDATION		DEVELOPMENT	
Y7 & Y8		Y9 & Y10	
Key Concepts Learning Intentions Across the Year • Build a strong foundation in the formal elements of art and design. • Use Pop Art as a vehicle to explore visual culture in a fun, bold, and accessible way. • Develop skills across multiple disciplines: graphics, fine art, 3D, and textiles. • Encourage self-expression, especially through themes like emotion, identity, and personal choices. • Prepare for more independent and creative work in Year 9 and beyond.		Key Concepts Learning Intentions Across the Years • Deepen understanding of the formal elements through more complex subject matter. • Encourage self-awareness and confidence through portraiture and personal symbolism. • Introduce students to cultural and social relevance in art via Street Art and visual messaging. • Strengthen independent thinking, sketchbook development, and creative problem solving. • Build strong foundations for GCSE/NCFE coursework by developing technical, contextual, and reflective skills.	
Key Knowledge • Studying key Pop Artists. • Recognising the key themes and subjects of Pop Art, consumer culture, celebrity culture, everyday objects. • Recognising the visual style of Pop Art, colours, shapes, and text. Ben-	Key Skills • Observation & recording – draw or collect imagery from popular culture (food, celebrities, comics, social media). • Use of colour theory – apply bold, flat, complementary or contrasting colour schemes.	Key Knowledge • Purpose and styles of portraits, likeness, personality, status, mood story telling. • Basic proportions of the face, guidelines, symmetry and structure.	Key Skills • Observational drawing – sketch faces from direct observation, photos, or mirrors. • Proportion & structure – apply basic facial proportion rules when drawing portraits. • Shading & tonal work – use light and shadow to create form.

Day dots, repetition, simplified forms, text and imagery. • Understand cultural context, music, youth culture, consumerism. • Knowledge of art materials and mixed media. Printmaking, painting, collage, textiles. • Reviewing and reflecting on previous work.	• Experimentation – trial different techniques (dots, block colour, repetition, stencils, digital tools). • Image manipulation – simplify, enlarge, crop, and stylise images in the style of Pop Art. • Composition – arrange text and imagery in an impactful way (inspired by adverts/comic strips). • Media techniques – experiment with collage, painting, sculpt, or printing to achieve a Pop Art look. • Critical analysis – describe and evaluate Pop Art works and their own work using appropriate vocabulary. • Creativity & personal response – sketchbook work, developmental pieces, 2D drawings, 3D sculptures.	• Use of formal elements, tone, line, texture, colour and composition. • Techniques and media, drawing (pencil and pen) • Understanding the origins of graffiti and street art – hip hop culture 1970's, tagging, murals and political. • Recognising key artists. • Understanding legal and ethical, purpose and meaning, identity, community voice, identity. • Understand Visual language – tagging, throw-ups, stencils, murals, large-scale lettering, character design. • Recognise stylistic meaning, bold lettering, vibrant colour palettes,	• Expressive mark-making – experiment with line, texture, and exaggeration for mood/character. • Drawing & lettering – develop stylised text (tag, bubble writing, wild style, block letters). • Stencil-making – design and cut stencils to use with paint, ink, or spray techniques. • Mixed media layering – combine collage, paint, print, spray techniques, digital elements. • Colour & contrast – use bold, high-contrast palettes typical of street art. • Surface experimentation – try working on card, fabric, found materials, walls/panels. • Composition & scale – design impactful layouts, balancing text and image.
---	---	---	---

		layering, scale, use of text and image together. • Knowledge of art materials, spray paint, stencils, paste-ups, collage, digital art, mixed media layering. • Reviewing and reflecting on work.	• Symbolism & meaning – embed social or personal messages in artwork. • Critical analysis – evaluate artists’ work and their own, using street art vocabulary. • Personal response – sketchbook work, developmental pieces, and final pieces.
End points • Sketchbook development • Pop Art emotions graphics • Observational studies of food • Food sculpture		End points • Sketchbook development • Portrait studies • Street art mixed media studies • Personal response final piece	

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Through Art

Our 5-year Art curriculum is designed to inspire creativity, build confidence, and provide every young person with a meaningful way to express themselves. We believe that every young person, regardless of their starting point, deserves access to a rich and creative education.

We build on prior knowledge from Key Stage 2, addressing gaps and misconceptions early, while steadily increasing challenge and independence. In Years 7 and 8, the young people will explore a wide range of techniques, materials, and artists that stretch their thinking and practical skills. Years 9 and 10 becomes a key foundation year, deepening creativity and consolidating the pillars of art knowledge: practical skill, idea development, cultural context, and reflection.

By Year 11, the young people are ready to take ownership of their creative journey, pursuing personal ideas through NCFE Art.

INDEPENDENT ENQUIRERS

- Risk taking
- Being experimental
- Patience
- Determination
- Practicing challenging techniques.

CREATIVE THINKERS.

- Organising resources.
- Recognising own strengths and learning from mistakes.
- Reviewing and improving.

Throughout, we place a strong focus on engagement, wellbeing, and pride in personal progress, helping our young people to develop resilience, self-belief, and an appreciation of the arts.

Art is not just a subject—it's a safe space to be seen, heard, and valued.

Curriculum Intent statement: Why We Teach Art in Our Alternative Provision

Our Art curriculum is designed to:

- Support self-expression and provide an outlet for emotion, identity and creativity.
- Build practical and transferable skills in drawing, painting, mix media sculpture, textiles and graphic design.
- Promote personal growth, confidence and a sense of achievement through creative success.
- Expand the young peoples' cultural awareness and understanding of the wider world.
- Prepare the young people for NCFE/GCSE qualifications.

We create a calm, structured, and supportive environment where all young people to feel safe to experiment, make mistakes, and develop their voice. Art offers an alternative way to learn, to connect with others, and to build trust in themselves and their abilities. Our goal is for every young person to leave with not only improved artistic skills, but also a deeper sense of who they are, where they've come from, and what they're capable of becoming.

Hinterland statement: Adding Depth and Meaning to the Art Curriculum

In our Art lessons, the young people learn more than just techniques—they discover the stories, cultures, and ideas behind the artwork, to bring the subject to life and give learning meaning.

They are introduced to:

- Artists from different backgrounds, identities, and time periods.
- Art linked to real-world themes like identity, protest, belonging, and wellbeing.
- How creative work connects to history, community, and personal experience.

This approach helps students:

- See that art can tell powerful personal and social stories.
- Understand the role of creativity in making sense of the world.
- Build empathy, curiosity, and pride in their own voice and perspective.

For many of our learners, art is more than a subject—it's a way of being understood. Through rich and meaningful content, we offer every student the chance to feel connected, inspired, and empowered.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT/ELEMENT	UNIT 1	UNIT 1	UNIT 2	UNIT 2	UNIT 3	UNIT 3
	EXPLORE AVAILABLE RESOURCES TO DEVELOP BASIC ART AND DESIGN SKILLS	EXPLORE AVAILABLE RESOURCES TO DEVELOP BASIC ART AND DESIGN SKILLS	EXPLORE AND DEVELOP ART AND DESIGN IDEAS CREATIVELY	EXPLORE AND DEVELOP ART AND DESIGN IDEAS CREATIVELY	CREATE, PRESENT AND REVIEW ART AND DESIGN ITEM(S)	CREATE, PRESENT AND REVIEW ART AND DESIGN ITEM(S)
Formal assessment	1.1 explore the characteristics of available art and design resources. 1.2 identify a range of suitable materials and techniques. 1.3 explore a range of tools and equipment for art and design. 1.4 explore and develop basic art and design skills. 1.5 maintain a safe working environment.		1.1 identify and use a range of different sources to collect idea for development. 1.2 record ideas, observations and experiences. 1.3 discuss a range of art and design ideas with tutor. 1.4 record the creative development of art and design ideas with reference to feedback. 1.5 maintain a safe working environment.		1.1 plan and prepare for production of final art and design work. 1.2 use ideas developed to inform production of final work. 1.3 produce the art and design item showing a basic level of skill. 1.4 present final art and design item. 1.5 review the whole creative process. 1.6 maintain a safe working environment.	

APPLICATION (Y10 & Y11)					
UNIT		UNIT		UNIT	
Key Concepts Explore available resources to develop basic art and design skills inspired by Mexican art and Day of the Dead. The students will create a series of experimental pieces . They will use the artists/genres studied as inspiration and work in a similar style. Exploring the characteristics of art and design skills. The students will creatively present their research and experimental pieces. Annotations of work. Describe and analyse visual and tactile qualities.		Key Concepts Explore and develop art and design ideas creatively and follow a design brief inspired by Mexican art and Day of the Dead. The students will generate drawings or designs for a final design to represent their ideas creatively. Annotations of work making connections between artists and their own ideas.		Key Concepts Create, present and review art and design items. Completion of a final piece inspired by Mexican art and Day of the Dead creative journey.	
Key Knowledge Appreciating the cultural context of the Day of the Dead. Recognise and describe Mexican design elements and symbolism – bold	Key Skills Research Development Collect and record images/motifs from Mexican art and Day of the Dead.	Key Knowledge Evaluate and analyse their experimental work to inform the basis of their design work.	Key Skills Design development Collect and record ideas working from the design brief.	Key Knowledge Understand how to record and develop ideas. Comprehend how to plan and produce a final piece.	Key Skills Present Produce a finished piece inspired by Mexican art / Day of the Dead.

colour, repetitive pattern, decorative design, sugar skulls, skeletons, marigolds, La Catrina. Recognise José Guadalupe Posada's art style. Explore the characteristics of art materials and mixed media. Reviewing and reflecting on their work.	Annotate simple references. Drawing & design skills Produce stylised skulls, skeletons, and floral motifs. Apply symmetry, bold outlines, and pattern. Craft & making skills Experiment with different media: 2D → painting, collage, print, mixed media. 3D → papier-mâché, clay modelling, wire, textiles. Select and apply bright colour schemes with accuracy.	Reflect on what makes a successful design. Understand the value of working to a design brief. Recognise the connections between Mexican art and their own ideas.	Review and modify. Collect response from peers. Presenting the design ideas Any media can be used here to illustrate the design process. Student choice. The students explore composition and the visual impact of shape, space, colour and pattern. Adapting and reviewing, recognising strengths and areas for progress.	Present and review work, linking it to influences. Comprehension of what aesthetically pleasing art is.	Apply chosen techniques (e.g. painting, mixed media, 3D mask, clay, textile). Ensure the outcome shows influence from Mexican traditions but also some personal creativity. Present the work neatly and with care (mounting, photographing, or displaying appropriately). Review Reflect on the creative journey: What worked well in research, experimentation,
---	---	---	--	---	---

	Use pattern and line work to create decorative effects. Experimentation Trying out different media/techniques and evaluating the processes. Layer materials and explore mixed media combinations.				and final piece? What could be improved? How does their work link to Mexican art/Day of the Dead influences? Use basic art and design vocabulary in self-evaluation. Show awareness of how they developed ideas into a final product.
End points Experimentation and research completed and presented.		End points 4 design ideas presented and reviewed.		End Points - Final piece completed. 150 written review of the creative process.	

6. Humanities

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our vision at JEP for Geography is to inspire students to explore the world, broaden their perspectives, and develop an appreciation for diverse cultures. The subject fosters a spirit of curiosity, academic challenge, and success, while encouraging environmental awareness and responsibility. Through the study of countries across the globe, students will engage with key geographical concepts such as sustainability, urbanisation, physical processes, and globalisation, building a strong understanding of both the human and natural world.

Our vision at JEP for History is to spark curiosity about Britain's past and the wider world. Pupils are encouraged to ask thoughtful questions, think critically, evaluate evidence, and develop informed perspectives and sound judgment. Through studying history, they gain a deeper understanding of the complexity of people's lives, the causes and consequences of change, the richness and diversity of societies, and the interactions between different groups. The subject also helps students reflect on their own identities and the challenges faced in the world today.

Curriculum Intent statement:

The aim of the geography curriculum at JEP is to help students develop a deep understanding of the world around them and to inspire a curiosity to explore it further. At Key Stage 3, Learning is structured around thematic units taught through the lens of various countries. Students will build essential locational knowledge while exploring key concepts in both human and physical Geography. The curriculum also encourages environmental awareness, teaching students how people impact the planet and how we can live more sustainably. The aim of the History curriculum at JEP is to equip students with the knowledge and skills that will benefit them throughout life. It is designed to develop thoughtful, analytical historians who can describe, explain, sequence, evaluate, interpret, prioritise, and categorise key social, political, religious, and economic aspects of the past. The curriculum fosters a strong understanding of Britain's history and its global impact, helping students to make sense of the present and consider the nation's future role in the world.

Connection to the wider world statement:

Students will explore key Geography concepts by studying specific countries, cities, continents, and case studies of natural disasters. They will learn to connect their geographical knowledge to real-world examples and diverse cultures. This foundation will enable them to apply the broader understanding gained throughout the curriculum to new and unfamiliar topics. Students will explore the complex stories of our past to help us understand how the world has been shaped over time. From the transformative era of the Victorians, marked by industrial progress and social change, to the global upheavals of World War I and World War II that redefined nations and societies, history reveals the causes and consequences of major events. It also examines the tensions and rivalries of the Cold War, a period that influenced international relations and shaped the modern world. Studying these key periods enables students to develop a deeper appreciation of the forces that have influenced political, social, and cultural developments, helping them make sense of today's challenges and their own place in history.

[illegible]

FOUNDATION		DEVELOPMENT	
KS3		KS3	
Key Concepts		Key Concepts	
Key Knowledge Autumn 1 - Who were the Victorians. - What was life like in the Victorian era. - Who was Jack the ripper. - The crimes of Jack the ripper. - Investigation & theories Autumn 2: - Our blue planet (Seas, Oceans, Rivers etc). - Our green planet (Rainforests, Jungles etc). - Impact of pollution/global warming. - Location of continents, key countries and oceans. - Culture and diversity. Spring 1: - Causes and outbreak of WW1. - Life during WW1. - Trench warfare. - End of the war/Treaty of Versailles. - Causes and outbreak of WW2. - Life during WW2. - The Holocaust - End of the war. Spring 2: - Location of key African countries - Conflict in Africa - Modern Africa - Influential African leaders Summer 1:	Key Skills - Chronology → The sequence of events over time. - Change and continuity → What has changed and what has stayed the same over time. - Historical/Geographical significance → Why an event, person, or development mattered. - Cause → The reasons why something happened. - Consequence → The outcomes or effects of an event or action. - Sources and evidence → Materials and information used to gain understanding. - Interpretations → Different viewpoints or explanations. - Similarity and difference → Comparing how things are alike or different. - Location of continents, key countries and oceans. - Annotating photos/ Interpretation of photos Interpret and compare data.	Key Knowledge Autumn 1 - Who were the Victorians. - What was life like in the Victorian era. - Who was Jack the ripper. - The crimes of Jack the ripper. - Investigation & theories Autumn 2: - Our blue planet (Seas, Oceans, Rivers etc). - Our green planet (Rainforests, Jungles etc). - Impact of pollution/global warming. - Location of continents, key countries and oceans. - Culture and diversity. Spring 1: - Causes and outbreak of WW1. - Life during WW1. - Trench warfare. - End of the war/Treaty of Versailles. - Causes and outbreak of WW2. - Life during WW2. - The Holocaust - End of the war. Spring 2: - Location of key African countries - Conflict in Africa - Modern Africa - Influential African leaders Summer 1: - Causes and outbreak of Cold war. - Countries involved/How and why. - Key events and crises	Key Skills - Chronology → The sequence of events over time. - Change and continuity → What has changed and what has stayed the same over time. - Historical/Geographical significance → Why an event, person, or development mattered. - Cause → The reasons why something happened. - Consequence → The outcomes or effects of an event or action. - Sources and evidence → Materials and information used to gain understanding. - Interpretations → Different viewpoints or explanations - Similarity and difference → Comparing how things are alike or different. - Location of continents, key countries and oceans. - Annotating photos/ Interpretation of photos Interpret and compare data.

- Causes and outbreak of Cold war.
- Countries involved/How and why.
- Key events and crises
- Arms race and Space race

Summer 2:

- Causes of natural disasters.
- Impacts of natural disasters.
- Community resilience and preparedness.
- Case studies of natural disasters.

- Arms race and Space race

Summer 2:

- Causes of natural disasters.
- Impacts of natural disasters.
- Community resilience and preparedness.
- Case studies of natural disasters

End points

Students will have a broad insight into historical and geographical impacts of the world we live in today. They will also understand reasoning and why historical and geographical events happened.

End points

Students will have a broad insight into historical and geographical impacts of the world we live in today. They will also understand reasoning and why historical and geographical events happened.

7. Information & Communication Technology

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

The ICT curriculum here at JEP is designed to develop students' understanding and skills in technology, covering key areas such as computer programming principles, digital literacy, and e-safety. Based on the JEP scheme of work, it ensures that students are well-prepared with the knowledge and competencies needed for further study at Key Stage 3 and beyond. It also offers a chance for our learners to show their creative ambitions using a variety of software programmes.

Curriculum Intent statement:

The ICT curriculum intent here at JEP is to develop students into successful, motivated learners who enjoy learning, achieve academic excellence, and are well-prepared for further education and the workplace. Specifically, the ICT (Information and Communications Technology) curriculum is designed to equip students with the knowledge and skills needed to succeed in a digital world, while fostering responsible digital citizenship. This includes developing computational thinking, enhancing digital literacy, and promoting the effective and safe use of technology.

Connection to the wider world: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

To have a good skill set in ICT, to be competent, to be able to use the knowledge learnt in real life situations such as creating professional documents, using online facilities safely , programming, editing documentation, producing CV's ready for future careers.

To be able to use these skills to follow their desired career path and to be able to function in a digital society.

[illegible]

FOUNDATION		DEVELOPMENT	
Y7 & Y8		Y9 & Y10	
Key Concepts		Key Concepts	
Key Knowledge - What is Multimedia - How Multimedia has Changed - Effects of Multimedia - What are Professional Documents - How do you create a professional document - How do you edit a professional Document - What are comics - What makes an effective comic - What is photography / filming - Where is photography / filming used	Key Skills - foundational computer and internet use, - software proficiency (word processing, spreadsheets, etc.), - digital communication, - online safety, - ability to troubleshoot basic tech issues.	Key Knowledge - - What is Multimedia - How Multimedia has Changed - Effects of Multimedia - What are Professional Documents - How do you create a professional document - How do you edit a professional Document - What are comics - What makes an effective comic - What is photography / filming - Where is photography / filming used - What is Scratch - What is programming - Advantages / Disadvantages of programming - What is Python	Key Skills - foundational computer and internet use, - software proficiency (word processing, spreadsheets, etc.), - digital communication, - online safety, - ability to troubleshoot basic tech issues. - Basic programming skills - Advance programming knowledge
End points		End points	
Our young people will feel more confident and efficient in their overall proficiency when using ICT hardware and software. They will embed these skills and knowledge in preparation for a more mainstream curriculum. It will also strengthen their online safety knowledge and awareness enabling them to create a safer online presence.		Our young people will feel more confident and efficient in their overall proficiency when using ICT hardware and software. They will embed these skills and knowledge in preparation for a more mainstream curriculum. It will also strengthen their online safety knowledge and awareness enabling them to create a safer online presence. This will also give our KS3 learners a strong foundation of computer which could be used in preparation for working life.	

8. Personal Development

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our vision of Personal Development at JEP is to equip students with the knowledge, skills, and attributes needed to manage their lives both now and in the future, we also strive to support students in making safe and informed decisions about their lives. Through conversation and real-life examples promote health, independence, and responsibility, encouraging students to be active and positive members of society. Work with our learners 1:1 to Foster resilience, well-being, and character, alongside students' spiritual, moral, social, and cultural development. Through assessment and strategic planning ensure inclusivity by delivering content that is age-appropriate and sensitive to individual needs.

Curriculum Intent statement:

- Equip students with knowledge, skills, and attributes to manage current and future life challenges.
- Support students in becoming healthy, independent, and responsible members of society.
- Foster understanding of rights, responsibilities, and the value of diversity in a multicultural society.

Connection to the wider world: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

Personal Development at JEP is a vital part of the curriculum designed to prepare students for life beyond school. It aims to equip students with a broad skill set—including teamwork, communication, and resilience—to help them manage their lives now and in the future. Support their personal growth by developing character, well-being, and a strong sense of identity. Promote students' spiritual, moral, social, and cultural development, ensuring they understand and appreciate diversity within a multicultural society. Encourage students to make safe, informed, and responsible decisions, supporting their journey toward becoming healthy, independent members of society.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 (Foundation)	Celebrating differences	RSE	Health & Wellness	Keeping Safe	Health & Wellness	Keeping Safe
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A
KS3 (Development)	Celebrating Differences	RSE	Health & Wellness	Keeping Safe	Health & Wellness	Keeping Safe
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A

FOUNDATION		DEVELOPMENT	
KS3		KS3	
Key Concepts		Key Concepts	
Key Knowledge What is Race? How important is recognising the LGBTQ+ community? What is Crime? What is Extremism? What are healthy relationships? What is sex? What is grooming? How do I stay safe online? How do I keep myself safe in the community? What are the dangers of Drugs? What is Healthy Living What is a Healthy Diet? What is mental Health? What is Personal Hygiene?	Key Skills Self-awareness: Understanding your own strengths, weaknesses, values, and motivations. Communication: Effectively conveying your thoughts and ideas and actively listening to others. Adaptability: Adjusting to new situations and challenges with flexibility and resilience. Problem-solving: Identifying issues, analysing them, and developing effective solutions. Emotional Intelligence: Understanding and managing your own emotions and those of others.	Key Knowledge What is Race? How important is recognising the LGBTQ+ community? What is Crime? What is Extremism? What are healthy relationships? What is sex? What is grooming? How do I stay safe online? How do I keep myself safe in the community? What are the dangers of Drugs? What is Healthy Living What is a Healthy Diet? What is mental Health? What is Personal Hygiene?	Key Skills Self-awareness: Understanding your own strengths, weaknesses, values, and motivations. Communication: Effectively conveying your thoughts and ideas and actively listening to others. Adaptability: Adjusting to new situations and challenges with flexibility and resilience. Problem-solving: Identifying issues, analysing them, and developing effective solutions. Emotional Intelligence: Understanding and managing your own emotions and those of others
End points		End points	
The young people will be able to identify and understand the key concepts including Racism, health relationships and how to live a healthy safe life. They will be able to make life choices depending on the topics covered and their own morals and ethics.		The young people will be able to identify and understand the key concepts including Racism, health relationships and how to live a healthy safe life. They will be able to make life choices depending on the topics covered and their own morals and ethics.	

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

Our vision of Personal Development at JEP is to equip students with the knowledge, skills, and attributes needed to manage their lives both now and in the future, we also strive to support students in making safe and informed decisions about their lives. Through conversation and real-life examples promote health, independence, and responsibility, encouraging students to be active and positive members of society. Work with our learners 1:1 to Foster resilience, well-being, and character, alongside students' spiritual, moral, social, and cultural development. Through assessment and strategic planning ensure inclusivity by delivering content that is age-appropriate and sensitive to individual needs.

Curriculum Intent statement:

Intent of Personal Development for JEP Students:

- Equip students with knowledge, skills, and attributes to manage current and future life challenges.
- Support students in becoming healthy, independent, and responsible members of society.
- Foster understanding of rights, responsibilities, and the value of diversity in a multicultural society.

Hinterland statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

Personal Development at JEP is a vital part of the curriculum designed to prepare students for life beyond school. It aims to equip students with a broad skill set—including teamwork, communication, and resilience—to help them manage their lives now and in the future. Support their personal growth by developing character, well-being, and a strong sense of identity. Promote students' spiritual, moral, social, and cultural development, ensuring they understand and appreciate diversity within a multicultural society. Encourage students to make safe, informed, and responsible decisions, supporting their journey toward becoming healthy, independent members of society.

TOPICS & FORMAL ASSESSMENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT/ELEMENT	Celebrating Differences	RSE	Health & Wellness	Keeping Safe	Health & Wellness	Keeping Safe
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A
UNIT/ELEMENT	Celebrating Differences	RSE	Health & Wellness	Keeping Safe	Health & Wellness	Keeping Safe
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A
UNIT/ELEMENT	Celebrating Differences	RSE	Health & Wellness	Keeping Safe	Health & Wellness	Keeping Safe
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A

APPLICATION (Y10 & Y11)

UNIT		UNIT		UNIT	
Key Concepts: Celebrating Differences		Key Concepts: RSE		Key Concepts: Keeping Safe / Health & Wellbeing	
Key Knowledge	Key Skills	Key Knowledge	Key Skills	Key Knowledge	Key Skills
What is Race? How important is recognising the LGBTQ+ community? What is Racism?	Self-awareness: Understanding your own strengths, weaknesses, values, and motivations. Communication: Effectively conveying your thoughts and ideas and actively listening to others. Adaptability: Adjusting to new situations and challenges with flexibility and resilience. Problem-solving: Identifying issues, analyzing them, and developing effective solutions. Emotional Intelligence: Understanding and managing your own emotions and those of others.	What are healthy relationships? What is sex? What is contraception? What is an STI?	Self-awareness: Understanding your own strengths, weaknesses, values, and motivations. Communication: Effectively conveying your thoughts and ideas and actively listening to others. Adaptability: Adjusting to new situations and challenges with flexibility and resilience. Problem-solving: Identifying issues, analyzing them, and developing effective solutions. Emotional Intelligence: Understanding and managing your own emotions and those of others.	What is grooming? How do I stay safe online? How do I keep myself safe in the community? What are the dangers of Drugs? What is Healthy Living What is a Healthy Diet? What is mental Health? What is Personal Hygiene?	Self-awareness: Understanding your own strengths, weaknesses, values, and motivations. Communication: Effectively conveying your thoughts and ideas and actively listening to others. Adaptability: Adjusting to new situations and challenges with flexibility and resilience. Problem-solving: Identifying issues, analyzing them, and developing effective solutions. Emotional Intelligence: Understanding and managing your own emotions and those of others.
End points		End points		End Points	
The young people will be able to identify and understand the key concepts including Racism, health relationships and how to live a healthy safe life. They will be able to make life choices depending on the topics covered and their own morals and ethics.		The young people will be able to identify and understand the key concepts including Racism, health relationships and how to live a healthy safe life. They will be able to make life choices depending on the topics covered and their own morals and ethics.		The young people will be able to identify and understand the key concepts including Racism, health relationships and how to live a healthy safe life. They will be able to make life choices depending on the topics covered and their own morals and ethics.	

9. Careers

KEY STAGE 4 CAREERS CURRICULUM OVERVIEW & JOURNEY

Vision: (What your curriculum is designed to achieve over five years):

"Empower students with the knowledge, skills, and experiences required to thrive in further education and future careers, ensuring they are well-prepared for the demands of the modern workplace."

Curriculum Intent statement:

Here at JEP our Careers and Future Pathways programme aims to:

- Deliver a broad, balanced, and impartial careers education, empowering students with the knowledge to make informed decisions about their futures.
- Embed employability skills across the curriculum, providing students with meaningful opportunities to develop and apply these skills in preparation for the world of work.
- Connect academic learning to future careers, helping students understand how their studies relate to further education, training, and employment opportunities.
- Ensure students are well-prepared for their next steps, whether that involves university, college, apprenticeships, or employment.
- Engage families with clear and accessible information about future pathways, enabling them to effectively support students in making informed choices.

Connection to the wider world statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world):

"At JEP, we are dedicated to delivering a dynamic and inclusive careers education that goes beyond the classroom. We believe every student deserves the chance to discover their potential and build the knowledge, skills, and confidence needed to succeed in the world of work."

[illegible]

FOUNDATION		DEVELOPMENT	
KS4		KS4	
Key Concepts – Work, Interviews, CV.s, Skills, Sectors		Key Concepts – Work, Interviews, CV.s, Skills, Sectors	
Key Knowledge - Colleges options - Apprenticeships - Work / Employment - Volunteering - C.Vs - Applications - Interview Skills - Personal Statement - Personal Skills & Strengths - Pathways - Job Sectors - Wages & Taxes - Contracts - Full time / Part time - College open days - Job Fairs	Key Skills Communication: Clear and effective communication, both written and verbal, is vital for conveying ideas, providing feedback, and building relationships. Teamwork: The ability to collaborate effectively with others, contribute to group efforts, and share responsibilities is essential in most workplaces. Problem-solving: Being able to identify issues, analyse situations, and develop creative solutions is a highly valued skill. Adaptability: The capacity to adjust to changing circumstances, learn new skills, and embrace new challenges is crucial in a dynamic work environment. Time Management: Organizing workload, prioritizing tasks, and meeting deadlines are essential for productivity and career advancement. Work Ethic: A strong work ethic, including reliability, dedication, and a positive attitude, is fundamental for career success. Leadership: The ability to inspire, motivate, and guide others, even in non-managerial roles, is a valuable asset.	Key Knowledge - Colleges options - Apprenticeships - Work / Employment - Volunteering - C.Vs - Applications - Interview Skills - Personal Statement - Personal Skills & Strengths - Pathways - Job Sectors - Wages & Taxes - Contracts - Full time / Part time - College open days - Job Fairs	Key Skills Communication: Clear and effective communication, both written and verbal, is vital for conveying ideas, providing feedback, and building relationships. Teamwork: The ability to collaborate effectively with others, contribute to group efforts, and share responsibilities is essential in most workplaces. Problem-solving: Being able to identify issues, analyse situations, and develop creative solutions is a highly valued skill. Adaptability: The capacity to adjust to changing circumstances, learn new skills, and embrace new challenges is crucial in a dynamic work environment. Time Management: Organizing workload, prioritizing tasks, and meeting deadlines are essential for productivity and career advancement. Work Ethic: A strong work ethic, including reliability, dedication, and a positive attitude, is fundamental for career success. Leadership: The ability to inspire, motivate, and guide others, even in non-managerial roles, is a valuable asset.

End points

By the End of this course our learners will have a clearer understanding of their KS5 choices and the career pathways they are wanting to follow. They will have confidence and knowledge when applying for Jobs / Courses and the tools need to complete this process.

End points

By the End of this course our learners will have a clearer understanding of their KS5 choices and the career pathways they are wanting to follow. They will have confidence and knowledge when applying for Jobs / Courses and the tools need to complete this process.